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ABSTRACT

The 1-year project undertaken June 1, 1972, established as its goals the development of: (1) vocational awareness programs for grades preschool to sixth, (2) programs related to 15 occupational clusters for grades 7-10, and (3) vocational preparation programs for grades 11-12. Eight high schools, 10 junior high schools, and 47 elementary schools were included in the project. Project activities centered on: (1) staff recruitment, (2) needs assessment, (3) a kick-off conference, (4) a curriculum development workshop, (5) a multimedia development workshop, and (6) preparation of curriculum units and multimedia material for field testing. The body of the report offers a detailed discussion of the project's development, accomplishments, implications, and recommendations for the future. A lengthy appendix forms about four-fifths of the document and includes sample career education units, a sample inservice development program, a guidance component for grades 7-9, a teacher evaluation form, and a project evaluation report. (MW)

ED 094143

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INTERIM REPORT

Project No. V 261006
Grant No. OEG-0-72-4578

CAREER EDUCATION MODEL

ORANGE COUNTY CONSORTIUM

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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370 N. Glassell
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June, 1973

CE 001 643

NOTE: Final evaluation reports from both the internal and external evaluators were not completed in time for their inclusion in this report. These are expected later this summer and will be forwarded at that time.

The firms under contract to the Orange County Consortium are included here for information:

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CAREER EDUCATION MODEL
ORANGE COUNTY CONSORTIUM

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I

SUMMARY OF REPORT

Period Covered:
June 1, 1972 - May 31, 1973

Goals and Objectives Of The Project:

Three specific goals have been set for the Career Education Model, Orange County Consortium. They are:

1. Develop vocational awareness programs for grades pre-school - 6.
2. Develop programs related to 15 occupational clusters to be included in grades 7, 8, 9, and 10.
3. Develop selected vocational preparation programs for grades 11-12 at the community college under the Veysey Bill and on the local high school campus.

Specific objectives of the Project as outlined in the original proposal are as follows:

1. To increase the student's interest in and awareness of occupations in his community.
2. To increase the student's interest in academic subject matter areas by incorporating occupational information into the curriculum.
3. To increase the interest of parents, teachers, and students in occupations.
4. To increase interest in employee abilities and attitudes by students, teachers, and parents.
5. To increase satisfaction with curricular offerings.
6. To increase interest in post-secondary training.
7. To increase interest in occupational course offerings at the high school level.

8. To increase interest in obtaining entry-level skills.
9. To increase the student's knowledge of the occupational environment and his own abilities.
10. To increase the number of "rational" occupational decisions.

Procedures Followed:

The first year of the project has been involved with the development of the Career Education model in the following components:

1. Planning and orientation.
2. Staff development.
3. Needs assessment.
4. Curriculum development.
5. Media development.
6. Guidance re-orientation and development.

There has been no planned school/pupil product during this first year. There has, however, been a spin-off in activities in many classrooms at all levels as teachers and counselors have become involved in Career Education activities.

A timetable for the project activities during the first year is included below:

1. Squaw Valley Career Education - Conference June 1 - 3, 1972, sponsored by California State Department of Education.
2. A Project Design Team of twenty teachers met for two weeks in July, 1972 to formulate a plan of action for the coming year.

3. A needs assessment was planned by members of the Project Design Team in July - August 1972; inservice was held in September, and the assessment undertaken in October and completed by November 15, 1972.

4. Curriculum/Media development was planned by the Project Management Team in November - December, 1972.

5. Career Education Project site visitations undertaken in December, 1972, by Project Staff.

6. Pala Mesa Conference for orientation purposes held January 12-13, 1973.

7. Curriculum and multi-media teams begin work in January - complete assigned tasks mid April, 1973.

8. Editing, typing, and general preparation of unit for pilot testing, May, 1973.

Results; Accomplishments

This first year of project activity has produced a number of positive results. (1) The target school staffs, Boards of Education, and the general community has been made aware of the concept of career education as it relates to our community; (2) a great deal of information has been gathered through the needs assessment to aid the Project Staff in curriculum development and to provide baseline data for future reference; (3) career guidance centers are in process of being implemented in all target schools; (4) more than 180 career education units have been developed in five cluster areas; (5) forty slide-tape presentations have been developed to augment specific learning units; (6) information from numerous other project sites has been gathered for guideline material in our project development; (7) teachers from all levels and all disciplines were given the opportunity, through the project to meet and communicate with other educators to exchange ideas; (8) leadership has emerged through teacher participation in curriculum development activities which can be utilized for production of materials during the next two years of the project.

Evaluation

Evaluation of the project during the first year was from two approaches. External, third party evaluation was contracted through the California State Department of Education with Education Turnkey Systems. The Consortium contracted the services of Tadlock Associates, Inc., for in-house evaluation and consulting services for the Project Management Team. At the time of this printing, neither final evaluation reports had been submitted to the Consortium. Both will be forthcoming under separate cover as soon as they are received from Tadlock, Inc., and Turnkey Systems.

Conclusions and Recommendations

Definite accomplishments have been made in the direction of implementing career education this year.

A number of conclusions have been reached based on experience during the first year. Among them are the following:

1. Revision of the matrix used for curriculum structure is necessary for additional unit production. The Career Guidance component at the elementary level must be developed and the secondary guidance component strengthened.
2. Cluster development will be expanded to include five additional clusters.

3. Future unit production should be on an individual basis after submission of a prospectus on the content of the unit by the individual.
4. At least one teacher should be assigned in each target school as a resource person for implementation during the second and third year of the project.
5. A series of short, intensive workshops should be offered during 1973-74 to provide teachers with expertise in teaching career education concepts and/or developing materials.
6. Media development should be expanded to include a greater number of packages and a greater variety of techniques.

II

BODY OF THE REPORT

Problem Area

This project will create a bridge between school and earning a living by making the students aware of the various occupations available to them from the fifteen major occupational clusters. This activity will start at the pre-school level and continue through the fourteenth grade. The students will become aware of these occupations via gaming simulation, multi-media, program instruction, field trips and curriculum re-development which will include career orientation as a course objective. The students will be oriented in the various career occupations and fifteen occupational clusters beginning at the seventh grade level and continuing through the fourteenth grade via course instruction, teacher in-put, career guidance centers, career guidance counseling and Work Experience Education. The exploration of career occupations and fifteen occupational clusters will begin at the eight grade level and continue through the twelfth grade. This will be accomplished by re-designing the course content in Industrial Arts, Home Economics, Business Education, Fine Arts, Physical Education, Math, Science, Work Experience and English. The preparation will begin at the tenth grade level and continue through the fourteeenth grade. This will be accomplished through skills development courses such as Industrial Education, Business Education, Vocational Education, Work Experience, Fine Arts, Math, Science, English and Cooperative Education. The sequence of experience will prepare the students to become contributing and productive members of society. The project will promote and encourage students to become involved in apprenticeship training programs.

Research from EPIC, Department of Labor, and HEW will be reflected in the curriculum re-development. Within the districts served by the project, 1700 individuals are presently involved and the number will increase as a result of this project. A data processing system for student placement and record of work stations and the use of industries in the work experience program will continue to be used and expanded.

The project will effect a change in the students' preparation for the WORLD OF WORK by making a concerted effort to provide for the individual differences of each student. Special effort will be made to identify the needs of each student at as early an age as possible. A Career Guidance program will begin at the upper level and continue through fourteenth grade and adult education. An integral part of the project will be the expansion of adult education skills training programs, the development of sheltered work shops for the mentally and physically handicapped, and placement guidance programs for the socially and economically disadvantaged.

Society's rapid change in employment needs and the corresponding lack of people with employable skills have made a re-examination of total educational systems in the schools necessary. Hundreds of new job classifications are created each year. Advances in technology keep employment demands in continual flux, requiring students to be prepared to adapt to four or five occupations in a lifetime. Population mobility requires that student skills have universal application. Future job specifications demand higher qualifications with greater emphasis placed on mental skills and positive work attitudes. A realization of these trends is a pre-requisite to the establishment of a dynamic district Career Education model. The Orange Unified School District, Santa Ana Unified School District and the Rancho-Santiago Community College District are among those districts that recognize the demand to provide opportunities for students to realize, develop, and attain employable skills. The United States is committed to being a world power and an industrial leader; therefore, public education must strive to produce a trained work force adapted to the rapidly changing technology found in the market place of employment.

The goal of education for the 70's is to provide each individual with the knowledge, skills, and attitudes that will enable him to become gainfully employed as a wholesome, productive member of society. A fresh educational philosophy must emerge in order that every child upon leaving high school shall have acquired an entry-level employable skill, no matter how insignificant the skill or occupational choice may seem at the time. A basic employable skill will supply each youngster with a feeling of confidence and accomplishment, will put money in his pocket and let him "work" his way through maturity until HE decides what re-training or further education he needs in order to move on to the next career choice. This "new career education philosophy" is just as meaningful to the college-bound student because it enables him to work his way through school with more ease. His earning power would be greatly increased. He may not have to rely on a difficult-to-obtain and more difficult-to-pay-back student loan, or parental support. In addition to these objectives the college bound student will have acquired a much better understanding of the people with whom he will work, guide, and direct.

Our Career Education Plan is a comprehensive educational program focused on careers, which will begin in pre-school and continue through adult education. Central to -- and mandated by -- the concepts that career decisions must be made by sensible choice rather than haphazard chance and that the actual preparation for initial entry into career in an organized purposeful manner is a self-evident contemporary requisite, is the proposition that public education, from pre-school through college, must set about making arrangements of organization and instruction that will accomodate such needs. From these needs emerges an identifiable, measurable, and realistic theme, CAREER EDUCATION.

A priority objective of public education and the objective of the Orange and Santa Ana Unified School Districts and the Rancho Santiago Community College District, is to measurably achieve students' successful employability in occupations, both gainful and useful, which represent a reasonable match of both the talent and the ambition of every citizen.

Survey of Related Literature

With a few exceptions, realistic job choice is made in early adulthood. To some degree the way in which young persons deal with their occupational choices is indicative of their general maturity, and, conversely in addressing the latter, consideration must be given to the way in which they are handling their occupational choice problems.[1]

In a statewide inquiry held in Wisconsin and sponsored by the United States Office of Education, K.J. Little obtained information relative to 4,186 non-college youths. Only 8.7% indicated plans for obtaining specific vocational education, but the action of the same body of students indicated that 15.9% went into vocational programs. While the forces promoting youth to acquire education beyond high school are clearly visible, formal education concluded at the end of high school for 60% of the group; for 73% education stopped short of completing the baccalaureate degree.[2]

An important item of unfinished educational business, then, is conceiving and developing realistic and practical programs of middle education (occupations that include clerical workers, sales workers, craftsmen, foremen, and subprofessional technicians), the level between mid-high school and mid-college during which 3/4 of American youths end their formal schooling. These are the youths who as adult workers occupy the great range of middle level occupations and who as citizens are the bedrock of a democratic society.[3]

---

[1] Ely Ginzberg, Occupational Choice, (New York: Columbia University Press, 1951), page 60.

[2] Kenneth J. Little, "The Occupations of Non-College Youth," The American Educational Research Journal, 4(March, 1967), page 153.

A nationwide study of vocational course graduates based upon a representative sample of high schools was conducted under the sponsorship of the Ford Foundation and directed by Max Eninger. It describes the salient, post-high school level trade and industrial vocational courses. Data collected indicated that 43% of the students received a job opportunity. This was based on the incomplete information which had been provided concerning opportunities. This information did not necessarily correspond with the actual job opportunities after graduation. The second most frequently acknowledged influence was that of the parents. Friends of the same age group were third. The relatively small influence of the school personnel is striking. Only 15.1% reported a school teacher and 12.3% reported that the counselor or guidance personnel had any influence on the decision to study vocational courses. The percentage of vocational graduates who entered the trade for which they were prepared was 29.8%. This percentage decreased during the years of low employment in the United States.

Regarding mobility, the Bureau of Census reports that of the 185.3 million persons one year old who were living in the United States in March 1964, 36.3 million or 19.6% had been living at different addresses in the United States in March of 1963.

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[3] Little, page 153

The peak mobility rate occurs among persons in their early twenties, the age at which most young people leave their parental home to find employment.[4]

An important implication for vocational education with reference to geographic mobility of population was proposed by Kimball Wiles.

> Vocational education can no longer be planned solely in terms of the community in which a high school exists or half of the average school graduates will migrate to another community and will go to another state. Seemingly the wisest step for curriculum planners to take, then, is to study industrial and commercial operations and plan in terms of clusters of competency. When a student has developed a particular set of abilities he may enter a variety of related occupations.[5]

The importance of mobility on a geographic basis was further emphasized by Grant Venn, in Man,Education and the Work (p. 130). Too, there is need to provide students with transferable skills to enhance mobility for varied jobs within an industry or occupation.[6] The Bureau of Labor Statistics has found that during 1961, of some 8 million workers, 10% of that number were shifted from one employment to another.

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[4] Max U. Eninger, The Process and Product of the T.N.I. High School Level Vocational Education in the United States, (Pittsburg: American Institute of Research, 1965), pages 5-16.

[5] Kimball Wiles, Changing Curriculum of the American High School, (Inglewood Cliffs: Prentice-Hall, Incorporated, 1963), page 126.

[6] Grant Venn, Man, Education and Work, page 130.

The rate of job change in 1961 was highest among men and women between the ages of 18 and 24 who were largely unskilled and had little education.[7] An implication for the nature of vocational education was proposed by James E. Russell in the publication Automation and the Challenge of Education:

Therefore, to the extent that the school tries to develop employable skills, it should aim at transferable skills and should not attempt to train persons for specific jobs that are only temporarily open.[8]

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[7] Special Labor Force Report, Number 35, Washington, D.C., United States Department of Labor, Bureau of Labor Statistics, 1963, page 2.

[8] James E. Russell, Education Implication of Automation as seen by an educational policy planner titled Automation and the Challenge to Education. Proceedings of the symposium sponsored by the Project on Educational Implementation for Automation, Washington, D.C., National Education Association, 1962, page 42.

Goals and Objectives of the Project

GOALS:

1. Develop vocational awareness programs for grades pre-school - 6.
2. Develop programs related to 15 occupational clusters to be included in grades 7, 8, 9, and 10.
3. Develop selected vocational preparation programs for grades 11-12 at the community college under the Veysey Bill and on the local high school campus.

OBJECTIVES:

Student behaviors which are expected to change as a result of the project are included in the following objectives:

1. To increase the student's interest in and awareness of occupations in his community.
2. To increase the student's interest in academic subject matter areas by incorporating occupational information into the curriculum.
3. To increase the interest of parents, teachers, and students, in occupations.
4. To increase interest in employee abilities and attitudes by students, teachers, and parents.
5. To increase satisfaction with curricular offerings.
6. To increase interest in post-secondary training.
7. To increase interest in occupational course offerings at the high school level.
8. To increase interest in obtaining entry-level skills.
9. To increase the student's knowledge of the occupational environment and his own abilities.
10. To increase the number of "rational" occupational decisions.

Description of Student Population

There are eight high schools, ten junior high schools and forty-seven elementary schools included in the project. The median years of education for the districts' population is 12.2 years.

The Orange Unified School District and the Santa Ana Unified School District are communities with a total population of 260,000. This is an increase of about 5% over last year's population of 247,000. The District covers an area of 180 square miles, with a population density of 1,016 people per square mile. The Orange and Santa Ana Unified School Districts are served by the Rancho-Santiago Community College District located in the center of Orange County, a major subarea in the Los Angeles metropolitan complex.

Location of Minority Groups

The location of the three barrios are (1) El Modena, unincorporated area east of Orange about 1/2 square mile in area; a prot of entry for emigrants from Mexico; (2) the northwest quadrant of the old city of Orange, about 1 square mile in area; also a port of entry for emigrants and boarding homes for school age children from Mexico; and (3) the southwestern section of Santa Ana about 2 square miles; another port of entry for emigrants and boarding homes for school age children from Mexico. (See figure 1)

TABLE I
ETHNIC BALANCE

YEAR	ENROLLMENT	AMERICAN INDIAN	BLACK	ORIENTAL	SPANISH SURNAMED	OTHER NON-WHITE	OTHER WHITE
1972	S 27,145	S 0.25%	S 9.0%	S 1.0%	S 36.5%	S 0.8%	S 52.6%
	O 28,500	O 0.07%	O .12%	O 1.0%	O 8.3%	O 0.2%	O 90.6%
1971	S 28,140	S 0.3%	S 8.9%	S 0.9%	S 34.6%	S 0.7%	S 54.6%
	O 27,300	O .07%	O .12%	O 1.0%.	O 8.3%	O 0.2%	O 90.6%
1970	S 27,412	S 0.2%	S 8.0%	S 0.8%	S 33.0%	S 0.4%	S 58.0%

S = Santa Ana Unified
O = Orange Unified

Most of these Mexican-American residents are, in general, employed by the construction industry or in service occupations. The majority of these people, as well as the majority of all the residents, work within Orange County.

"Project Pin-point," developed by the California State Department of Employment, has indicated that these same three areas, described as south from Bond Avenue to two blocks north of La Veta and east from Prospect to one block west of Hewes are the third highest average target areas in Orange County having youth between 16 and 21 years of age who may suffer difficulties entering and adapting to today's labor market. Two other areas within the Orange Unified School District, having less problems but showing a high percentage of troubled youth and two areas with the same problems but including the additional burdens of the black ghetto are: (1) the area south from Katella to Palm Avenue, east from Batavia to Handy Street; (2) south from Palm Avenue to Culver Avenue, east from the Santa Ana River to two blocks east of Glassell; (3) the area bordered by the Santa Ana River on the west, Main Street on the east, 8th Street on the north, and Edinger on the south; and (4) the area with Main Street on the west, Newport Freeway on the east, 4th Street on the north, and Warner on the south. These four areas have a total of 654 students who require special aid and assistance in preparing for the world of work. In addition to these 654 needy cases, it is estimated that 24% of the students in the districts will drop out prior to the completion of their twelve years. Of these estimated dropouts, we have been successful in retaining a few in our continuation school.

Ethnic composition is predominantly white-anglo; only Placentia and Santa Ana report students with Spanish surnames above the 10.0 percent level.

It is expected that the proportion of students in Santa Ana with Spanish surnames will reach nearly 70.0 percent by 1975-76. Santa Ana was the only district reporting black student enrollments above 7.0 percent. See Table I for the overall ethnic and racial composition of student enrollments in districts for which data were available.

FIGURE I

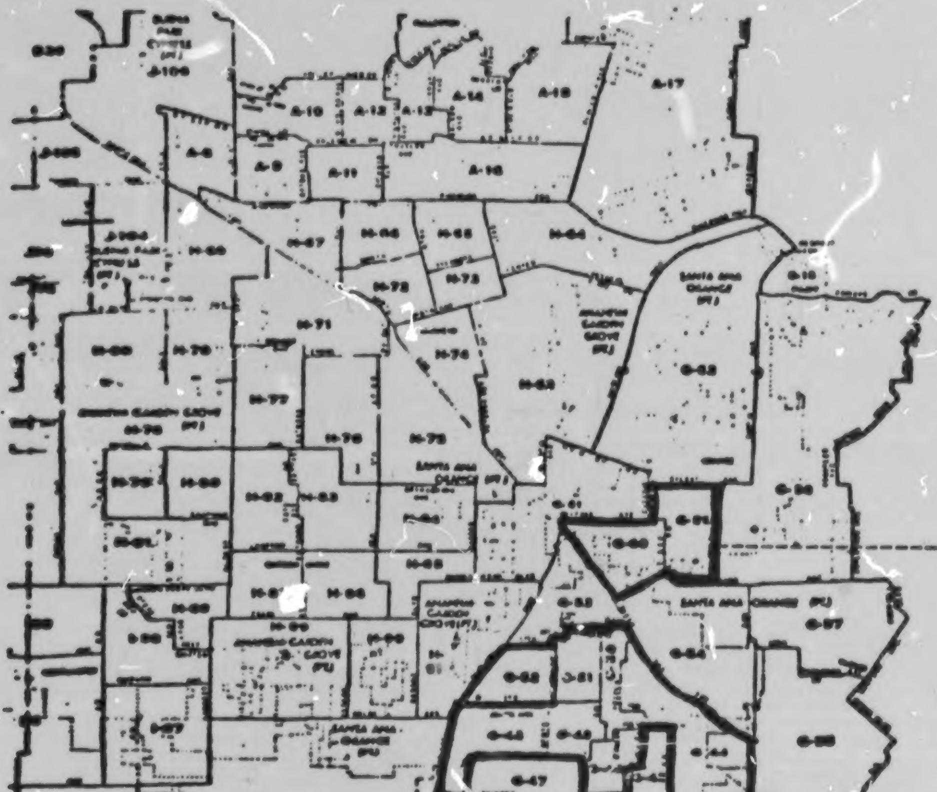
STATE OF CALIFORNIA - HUMAN RELATIONS AGENCY

RONALD REAGAN, Governor

PARTMENT OF HUMAN RESOURCES DEVELOPMENT

1930 West 17th Street
Santa Ana, California 92706

January 12, 1970


A-10
A-11
A-12
A-13
A-14
A-15
A-16
A-17
SANTA ANA ORANGE (FU)
GARDEN GROVE (FU)
CENTRAL COAST (FU)

Orange Unified

SANTA ANA

Economically Disadvantaged Area designated by Director of Dept. of Human Resources Development in accordance with Section 9602 of the Unemployment Insurance Code.

Table IIa

A-3

Ther are fourteen target schools in the Orange County Consortium; 1 high school, 2 junior high schools and 4 elementary schools in each district plus the community college (Rancho-Santiago) into which the target schools feed.

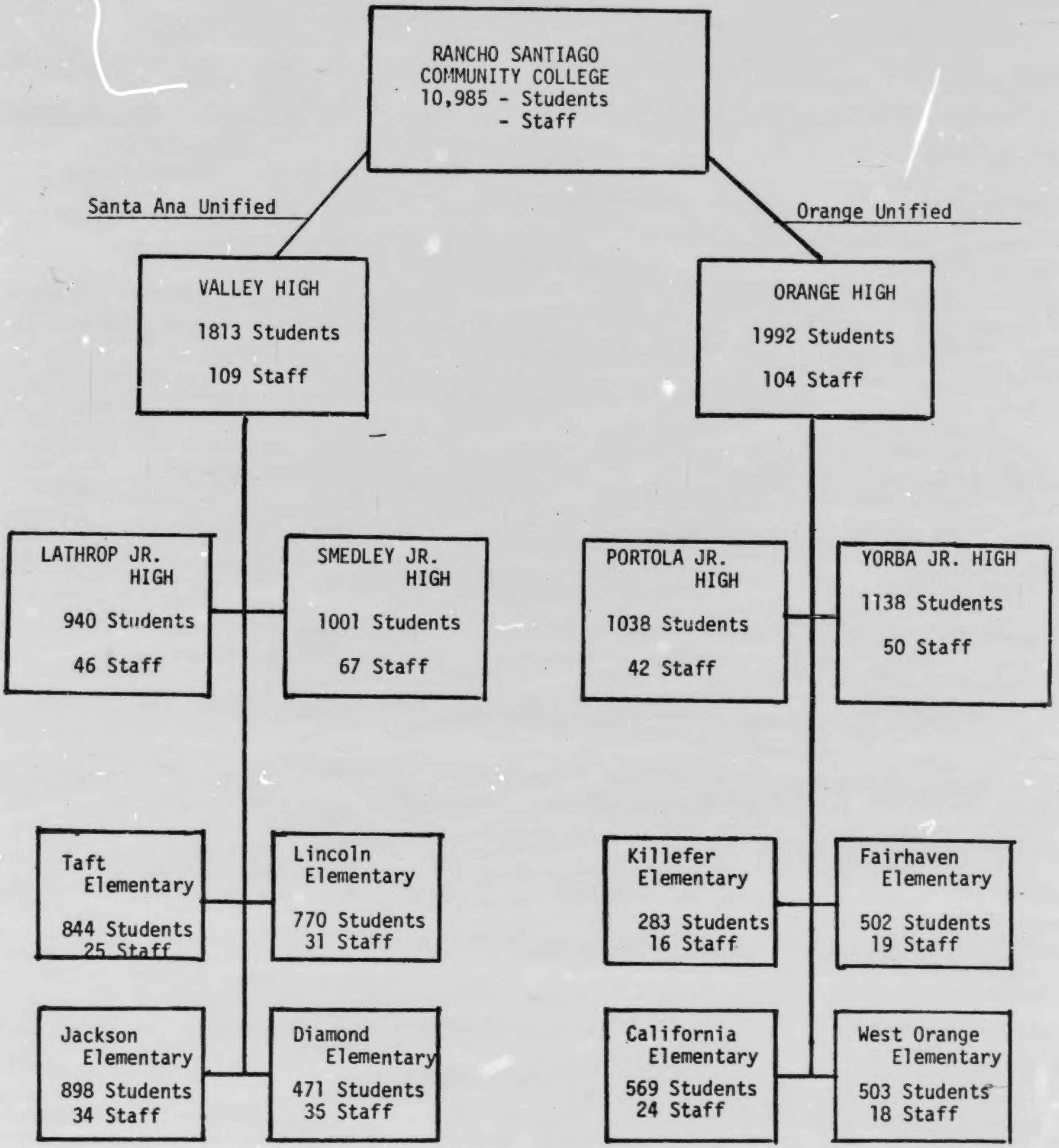
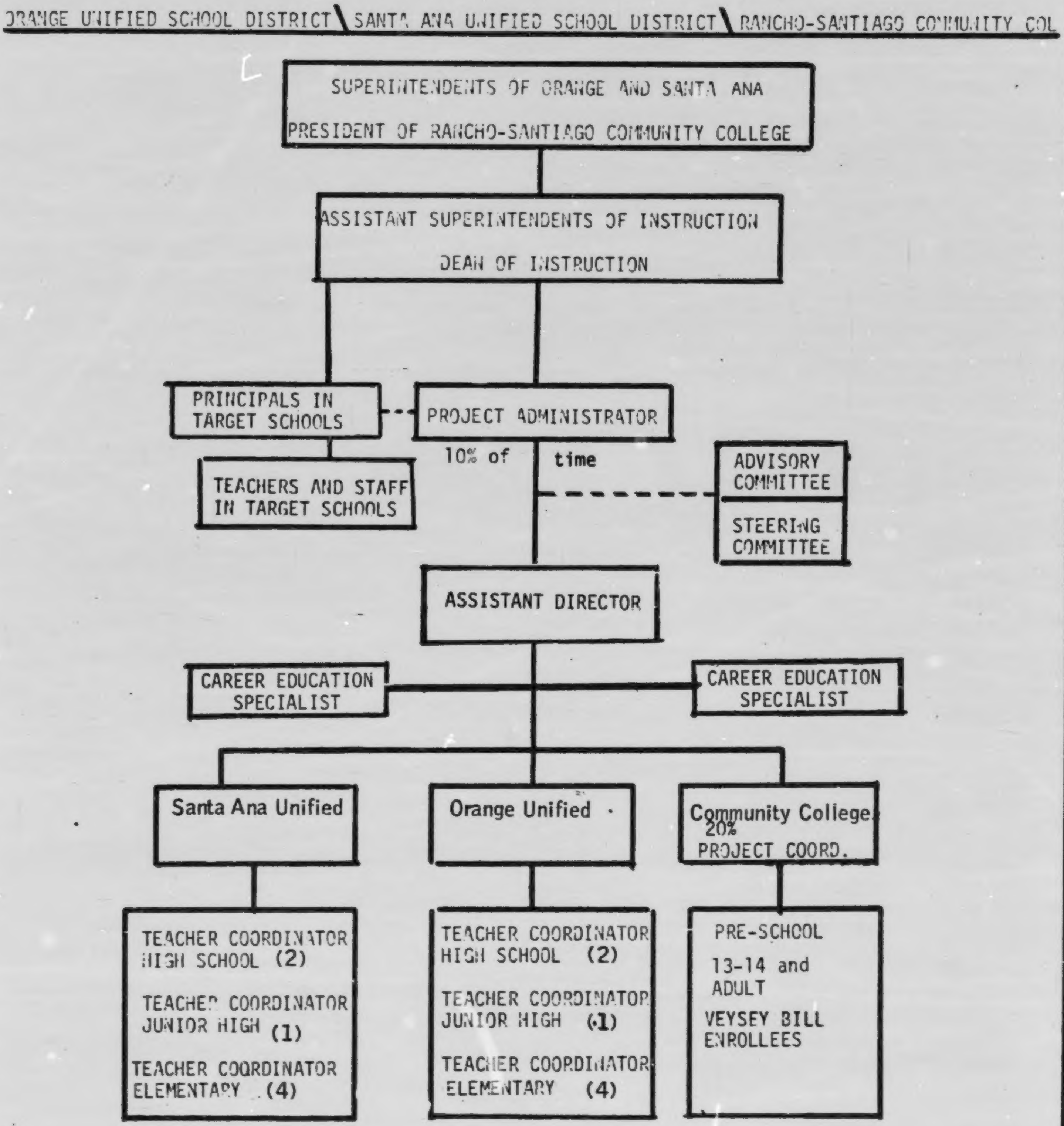

RANCHO SANTIAGO COMMUNITY COLLEGE
10,985 - Students
- Staff
Santa Ana Unified
Orange Unified
VALLEY HIGH
1813 Students
109 Staff
ORANGE HIGH
1992 Students
104 Staff
LATHROP JR. HIGH
940 Students
46 Staff
SMEDLEY JR. HIGH
1001 Students
67 Staff
PORTOLA JR. HIGH
1038 Students
42 Staff
YORBA JR. HIGH
1138 Students
50 Staff
Taft Elementary
844 Students
25 Staff
Lincoln Elementary
770 Students
31 Staff
Killefer Elementary
283 Students
16 Staff
Fairhaven Elementary
502 Students
19 Staff
Jackson Elementary
898 Students
34 Staff
Diamond Elementary
471 Students
35 Staff
California Elementary
569 Students
24 Staff
West Orange Elementary
503 Students
18 Staff

FIGURE 3

ORGANIZATIONAL CHART


ORANGE UNIFIED SCHOOL DISTRICT \ SANTA ANA UNIFIED SCHOOL DISTRICT \ RANCHO-SANTIAGO COMMUNITY COL
SUPERINTENDENTS OF ORANGE AND SANTA ANA
PRESIDENT OF RANCHO-SANTIAGO COMMUNITY COLLEGE
ASSISTANT SUPERINTENDENTS OF INSTRUCTION
DEAN OF INSTRUCTION
PRINCIPALS IN TARGET SCHOOLS
PROJECT ADMINISTRATOR
10% of time
TEACHERS AND STAFF IN TARGET SCHOOLS
ADVISORY COMMITTEE
STEERING COMMITTEE
ASSISTANT DIRECTOR
CAREER EDUCATION SPECIALIST
CAREER EDUCATION SPECIALIST
Santa Ana Unified
Orange Unified
Community College 20% PROJECT COORD.
TEACHER COORDINATOR HIGH SCHOOL (2)
TEACHER COORDINATOR JUNIOR HIGH (1)
TEACHER COORDINATOR ELEMENTARY (4)
TEACHER COORDINATOR HIGH SCHOOL (2)
TEACHER COORDINATOR JUNIOR HIGH (1)
TEACHER COORDINATOR ELEMENTARY (4)
PRE-SCHOOL
13-14 and ADULT
VEYSEY BILL ENROLLEES

Methods, Materials, Instruments and Techniques Used

From June 1-3, 1972, personnel from the participating districts attended a Career Education Conference at Squaw Valley, California, which was sponsored by the California State Career Education Task Force. Individuals attended this conference as an orientation for the Career Education Project which officially began functioning at that time. Teachers and administrators who attended became part of the Project Design Team which met in July, 1972 to develop plans for the year's activities.

Work immediately began on the selection of the Project Design Team which consists of twenty teachers and administrators representing Orange and Santa Ana Unified and Rancho Santiago Community College Districts.

The Project Design Team met for a total of twenty-four hours at the Orange Instructional Materials Center to plan for the 1972-73 school year incorporating the new Career Education Project. This group, representing all levels of education and a cross-section of teaching fields, developed a plan of action for use by Curriculum Redevelopment Teams, Multi-Media Teams, and other personnel involved with the first year of the project.

The first major task undertaken by the project team was that of developing a plan for and carrying out a needs assessment. The first phase of the task involved planning sessions in Summer, 1972 with members of the Project Design Team. The instruments initially developed at that time were refined before use this fall. In September, personnel were selected from the Orange Unified, Santa Ana Unified, and Rancho Santiago District staffs. Staff members who were to be involved were present on Saturday, September 23, for an orientation-planning workshop. Mr. Fred Carvell of Tadlock Associates conducted this workshop. At this time, instruments were further refined and final instruction given to those who would conduct the needs assessment. Materials were first field tested in Orange to determine problem areas in the assessment instrument. No operational problems were found to be present in initial interviews, and full-scale work began. Principals in the target schools were contacted and notified of the procedure and intent of the survey.

A reaction sheet was designed for use by the interviewer in order to obtain an overall subjective assessment of the groups in regard to:

(1) their initial attitude toward career education
(2) problems exposed
(3) a willingness or non-willingness to modify the curriculum

Only those who had one or more years of experience in the district were interviewed. The purposes of the survey were:

(1) to determine the extent to which career education is now being taught in order that future curriculum planning can be organized
(2) to determine the attitudes of teachers and departments toward career education
(3) to determine the five career clusters to be developed, four in which there is considerable activity and one which shows little activity at present

The community attitudinal survey was handled differently. A direct-mail technique was used. The parent survey instrument was produced both in Spanish and English for Santa Ana to give opportunity to the Mexican-American community to respond. One section of the survey was designed to ascertain attitudes of a random sample of parents, employers, and recent graduates in the Orange and Santa Ana communities. A second instrument was used for a survey of seventy-five community service agencies.

From the results, it was apparent that a large majority of parents, employers, and graduates agree/strongly agree in response to each question. (See Quarterly Report dated March 1, 1973).

Two different instruments were used in surveying attitudes of students. The instrument for intermediate school, high school, and community college students was developed by a committee of teachers and counselors. The elementary instrument was developed by representative teachers from Orange and Santa Ana, using Dr. Darryl Laramore's Occupational Information Survey as a guide.* These instruments were given to students in a random sample covering all grade levels and subject areas at the secondary level. K-3 pupils were not included, however, as no effective instrument is available at present. A complete set of the instruments is found in Appendix A.

*California Personnel & Guidance Association, Monograph #5: Career Development: A California Model for Career Guidance Curriculum

K-Adult, page 93.

A great deal of valuable information has been gained from the needs assessment. This included data concerning:

(1) the state of the art as far as Career Education is concerned

(2) the degree of understanding of Career Education concepts on the part of staff members

(3) the resources available in the schools and community which are being used in teaching career education

(4) attitudes toward career education on the part of parents, employers and graduates

(5) the desire and need for career education information among elementary, junior high, secondary and community college students.

Several conclusions have been drawn from data in the assessment.

(1) There is a need and desire for career concepts to be incorporated within the curriculum, grades K-14 in the Orange County Consortium.

(2) An overwhelming majority of parents, graduates and employers support career education and view it as a high priority item for the public schools in the three districts.

(3) Career guidance and counseling need to be expanded to meet the needs of all students,K-14, especially at the elementary level.

(4) There is a great need for more in-service training in career education concepts and curriculum development at all grade levels.

(5) The community shows a willingness to participate in a cooperative effort with the school districts in developing a Career Education Model.

(6) The data provided by this study will be reflected in future curriculum development for career education.

The needs assessment also determined the five clusters for which curriculum were developed during the first year of the project. These five cluster areas are

1. Communications and Media Occupations
2. Consumer and Homemaking Occupations
3. Fine Arts and Humanities Occupations
4. Health Occupations
5. Business and Office Occupations

In order to orient the curriculum development and multi-media development teams to the goals and purposes of the project, the Orange County Consortium (OCC) sponsored an overnight conference at the Pala Mesa Inn, January 12-13, 1973. In addition to attendance by the teachers, counselors, and administrators from the 15 pilot schools who were to serve on the project, other career education leaders were invited to observe and participate in the proceedings, including members of the California State Department of Education. In total, over 125 persons attended the conference.

Among the notable persons who were speakers at the conference were Dr. Paul Peters, chairman of the California State Career Education Task Force; Dr. Kenneth Hoyt from the University of Maryland; and Dr. Darryl Laramore from California State University at Sonoma. The instructors of the multi-media course from California State University at Long Beach also were on the program.

The conference began on Friday evening with a kick-off banquet for all of the project participants and guests. After dinner, the chairman of the Career Education Task Force and Dr. Hoyt addressed the group. The theme of both speakers was "the need for and importance of career education".

The Saturday morning session of the conference was divided into three sections (activity groups).

1. Evaluation conducted by Tadlock Associates Inc., staff
2. Curriculum Development conducted by Dr. Kenneth Hoyt and Dr. Darryl Laramore
3. Multi-media Development conducted by Steve Heineman and Bill Wittich (instructors of the multi-media course).

All participants and guests rotated each hour to one of the three sessions. The objectives of the conference were to orient the project participants to career education as a concept, to explain the Career Education Model being developed by the OCC, and to motivate participants to support the project in their respective pilot schools.

During the next phase of activity, nearly 70 teachers, counselors, and other school personnel from the three participating districts enrolled in the semester-long workshop. Three units of credit were given for the course through the California State University at Long Beach. Weekly class meetings were begun in January and ended on April 11, 1973. Class sessions were held from 4:00 to 7:00 p.m. on Wednesdays. The early class meetings were held at the Multi-media Center in the Orange Unified School District office. Later meetings were conducted at Orange High School.

Participants in the workshop were required to produce three curriculum units on career education that would be appropriate for use in grades K-14. Such units were to be directed toward one of the following five occupational clusters designated by the U. S. Office of Education (OSOE):

1) Business and Office
2) Communications and Media
3) Health
4) Fine Arts and Humanities
5) Consumer and Homemaking

In addition, a number of units were to be developed in guidance and counseling. (See Appendix D)

A Career Education Matrix generally being used in most states was provided to each participant as the framework for the development of goals for each curriculum unit for grades K-14 in eight elements of career education. Although the matrix is not officially endorsed by USOE, it has been widely used by schools as a planning tool for career education programs. Because no better set of guidelines for career education were available at the time, it was chosen by the project staff as the framework for the development of curriculum units.

Eight career education elements in the matrix are identified for development of awareness and skills in students. These are

1) Self awareness
2) Appreciations and attitudes
3) Decision making
4) Educational awareness
5) Career awareness
6) Economic awareness

7) Beginning competency
8) Employability skills

Course participants were divided into six groups, one for each of the fine clusters and a Guidance Team made up of counselors from each level who developed goals and objectives and units of instruction in career guidance. Each participant was responsible for developing three curriculum units that fit one of the designated career education elements at a given grade level. (See Tables 2, 3, & 4, p. 31 & 32)

During the curriculum development workshop, a set of guidelines were devised by the OCC project staff so that the curriculum development team could follow a uniform outline for writing curriculum units. The guidelines that were provided to the workshop participants called for the inclusion of such things as separate goal statements related to career education and to the subject area in which the unit was to be used, statements on the career education concept and the subject area concept being covered by the unit, and the rationale of the unit. Additionally, the guidelines required that student performance objectives be stated, class activities be described, resources be listed, and evaluation techniques be defined.

It became evident that the curriculum units produced by the workshop participants would have to be put into a format that was more usable by classroom teachers.

The new format needed to clearly show the relationship between student performance objectives, instructional strategies and learning activities, resources, and evaluation. Furthermore, the purpose of the curriculum unit needed to be clearly stated along with other information for teachers on how best to infuse the unit into the regular curriculum.

Based on the knowledge that a more usable curriculum unit format was desirable and that the basic content for nearly 200 units was available, the OCC project staff assisted by TAI selected 56 curriculum units for more careful review and study. Of these, 30 units were analyzed in order to identify the major components necessary for making each curriculum unit self-contained and usable at intended grade levels and in designated subject areas.

Expert advice was obtained from Dr. Dorothy Westby-Gibson, Chairman of the Department of Secondary Education, California State University, San Francisco, on the most appropriate terminology and layout for the curriculum units. Various proposed formats were tested by actually transferring the information contained in the units produced during the curriculum development workshop to proposed formats in order to determine how well the available information met the requirements of classroom teachers and counselors.

After a series of conversions and review by the OCC project staff, TAI, and Dr. Westby-Gibson, it was decided that each curriculum unit should have

1) A cover page containing the unit title, intended student population, unit objectives, and other guidelines for using the unit. The cover page should also identify the persons who helped develop the unit.
2) The guidelines for using the unit should contain information on the rationale of the unit and suggestions on the possible integration of the unit with regular course subjects and suggestions on special conditions or arrangements needed for using the unit.

3) The student performance objectives should not be stated on the cover sheet but should be stated on a separate page which related them to instructional strategies, resources, and evaluation activities. Student performance objectives should be coded numerically so that every objective could be related to one or more learning activities and vice versa.

It was decided that developing a standardized format for converting the existing curriculum units into a more usable form was necessary and that standard terminology and phraseology would be beneficial for stating unit objectives and student performance objectives.

In addition to the curriculum teams, forty-one educators were enrolled in a semester-long workshop on development of multi-media to support curriculum units being developed by educators who participated in the Orange County Consortium Career Education Model project. Three units of credit were given for the course through the California State University at Long Beach (CSULB). Weekly class meetings were begun in January and ended on May 10, 1973. The course was taught by two instructors from CSULB: Stephen S. Heineman, Teacher Education (Metals), and William V. Wittich, Assistant Professor, Photography. Both were from the Industrial Education Department of the University.

Participants in the workshop were divided into ten groups. Each group was comprised of three to seven members and each group was required to produce four multi-media presentations. All multi-media units were limited to slide and sound presentations.

Table 2

POSITION AND GRADE LEVEL OF RESPONDENTS TO TAI EVALUATION OF CURRICULUM DEVELOPMENT WORKSHOP

	Grade Level of Respondents					
Position	K-3	4-6	7-9	9-12	Community College/ Adult	Total
Teachers	8	9	15	7	5	44
Counselors		1	2	6	1	10
Department Chairmen				9		9
Administrators			1	2		3
Others				2		2
Totals	8	10	18	26	6	68

Table 3

DISTRICT AFFILIATION AND POSITION OF RESPONDENTS TO TAI EVALUATION OF CURRICULUM DEVELOPMENT WORKSHOP

District	Teacher	Counselor	Department Chairman	Administrator	Others	Total
Santa Ana	13	4	4	1	1	23
Orange	26	5	5	2	1	39
Rancho Santiago	5	1				6
Totals	44	10	9	3	2	68

Source: Compiled by TAI from evaluation responses, April 1973.

Table 4

NUMBER OF PARTICIPANTS ASSIGNED TO EACH CLUSTER

Occupational Cluster	Level of Participant Positions Elementary K-6	Junior High 7-9	High School 9-12	Community College/ Adult 13-14	Total
Business and Office	5	3	5	1	14
Communications and Media	4	5	4	1	14
Health	3	3	5	1	12
Fine Arts and Humanities	3	2	5	1	11
Consumer and Homemaking	3	4	2	1	10
Counseling and Guidance	--	1	5	1	7
Totals	18	18	26	6	68

Source: Compiled by TAI from evaluation responses, April 1973.

Results and Accomplishments

During the first year the major project activities have centered on the following:

1. Recruiting and organizing the OCC project staff
2. Planning and conducting a needs assessment involving educators, employers, parents, and students
3. Conducting a major kick-off conference at Pala Mesa for participating educators and guests
4. Organizing and conducting a workshop for curriculum development
5. Organizing and conducting a workshop for multi-media development
6. Revision and preparation of curriculum units and multi-media for field testing during the Summer and Fall school term (1973)

None of the first-year activities involved the participation of students, except in the needs assessment, so that assessment of their performance and attitudinal change is not possible at this time.

In addition to the three district level administrators who were assigned on a part-time basis to the project, a number of project staff members were employed. The following list shows the names, district affiliation, and proportion of time of all credentialed staff members assigned to the project as of May 1973. (See Table 5)

TABLE 5

Name and Title of Project Staff Members	District Affiliation	Percent of Time Devoted to Project (1972-73)
1. Jack Sappington, Project Director	Orange	20%
2. Dr. Edward Roberts, Co-director	Santa Ana	20
3. John Russo, Co-director	Rancho Santiago	20

4. Larry Johnson, Assistant Director	Santa Ana	100
5. Tom Schrodi, Staff	Orange	100
6. Donald Isbell, Staff	Orange	100
7. Donna Farmer, Representative	Rancho Santiago	N.A.[1]
8. Jan Lamp, Part-time Staff	Orange	N.A.

N.A. = Not applicable.

[1] The representative from Rancho Santiago district was changed during the program year and the percent of time to be devoted to the project by the new representative has not been formally established.

In addition to the eight full and part-time administrators and staff members, other educators from the pilot schools have participated in the project. Nearly 40 teachers, counselors, and administrators participated in data collection during a needs assessment survey conducted in Fall, 1972. Approximately 70 educators worked on the curriculum development team, and 40 additional educators worked on multi-media development. A complete list of units completed by title and sample units is found in Appendix B.

A project advisory committee consisting of 14 members has been organized to provide guidance to the project staff. (See Appendix F)

Participants in the multi-media workshop were required to work on the production of at least three slide and sound units. Six out of the ten groups produced four multi-media units and no group produced less than three; thus, a total of 36 multi-media units were produced by the class. Of these units, 29 were related directly or indirectly to curriculum units produced by the curriculum team.

A major activity and goal during this first year of operation is the establishment of lines of communication among the three districts.

The first level was establishing viable lines of communications among the top level administrative and policy-making personnel in the participating districts. This was necessary so that board members and key district-level personnel could be kept informed on the progress being made in the project. This level of communications was also necessary so that district decision makers would have the necessary understanding and background for making potential changes in the regular school curriculum and for budget considerations as they relate to the implementation of career education during future phases of the project. The first level of organizational communications was intended to be incorporated into the functions of the three co-directors. This seems to have been satisfactorily done during the first year, but it will continue to require increased time and effort during the coming year.

The second level of organizational communications was to occur among school administrators in the 15 pilot schools. These communications were needed to sustain the school administrators' support of the project staff members and the assistant project director. The importance of this function will increase during the coming year and will need to be strengthened when the career education curriculum units and multi-media (developed during the first year) are field tested in the pilot schools.

The third level of communications occurred with classroom teachers and counselors. This was accomplished in part by participation of teachers and counselors at the Pala Mesa Conference held in January and by the involvement of the curriculum development team (about 70 members) and the multi-media team (about 40 members). In addition, two OCC project staff members were given responsibility for coordinating activities in the pilot schools. It seems that more direct contact will need to be undertaken to insure that educators in the pilot schools who did not work on the development of either curriculum or multi-media in the first year will become involved in forthcoming stages of the project.

Two factors have evolved which will improve the planning function of the project: first, the increased sophistication and confidence of the pro-staff resulting from the first year's experience; and second, the set planning guidelines provided by P.A.M.E.S. (Project Activity Management & Evaluation System, See Appendix H)

During the months of March and April, the entire project staff devoted time and energy to the problem of planning the major activities for 1973-74. Goals, objectives, and rationale for six major project activities were developed by the project staff in the following areas:

1. Project Administration and Support Services
2. Public Relations and Publications
3. Liaison and Coordination with Other Major Projects
4. Curriculum and Multi-media Development
5. Inservice Training for Teachers and Other Project Participant Staff Members
6. Project Evaluation (internal).

The documentation of plans for each of these project activities was a major achievement.

During January (1973) an effort was made by the project staff to reach parents and students in serveral pilot schools through informal coffee klatches held in neighborhood homes within the attendance area of Orange High School. Eight such informal meetings were held and more are planned for next year at other schools involved in the project.

Evaluation

Third party external evaluation has been accomplished through Education Turnkey Systems through a contract with the California State Department of Education. The final evaluation report has not been submitted from the evaluation and will be forthcoming.

The Orange County Consortium secured the services of Tadlock Associates, Inc., for internal evaluation and consultant services. Their reports are contained in Appendix G (Note: Final evaluation reports from both firms will be sent under separate cover as soon as they are received. They were not ready at the time of this printing.)

Conclusions, Implications, and Recommendations For The Future

It is apparent that the need for separate goal statements for each grade level and for each of the 15 occupational clusters may be superfluous. The curriculum team members found the development of such goal statements an academic exercise rather than germane to their understanding of the development and use of the curriculum units.

The Career Education Matrix with its eight career education elements and 15 grade levels that was used as the basis for developing curriculum units proved to be less than practical. Although widely circulated as the basis for thinking about career education as a concept, the matrix does not provide a sufficient or sound basis for developing usable curriculum units. It suffers from a lack of cohesion between the eight elements and gives an artificial impression about the relationships among awareness of careers, economics, and education as being separate and discrete rather than interdependent and confluent; that is, individual choices in one element do not affect the options in the others.

Rather than 15 career education goal statements for primary grades (one for each occupational cluster), one or two statements would be more appropriate

The needs assessment was particularly valuable in giving direction to the Project Staff.

The following conclusions were drawn from the data in the instrument.

(1) There is a need and desire for career concepts to be incorporated within the curriculum, grades K-14 in the Orange County Consortium.

(2) An overwhelming majority of parents, graduates and employers support career education and view it as a high priority item for the public schools in the three districts.

(3) Career guidance and counseling needs to be expanded to meet the needs of all students K-14, especially at the elementary level.

(4) There is a great need for more in-service training in career education concepts and curriculum development at all grade levels.

(5) The community shows a willingness to participate in a cooperative effort with the school districts in developing a Career Education Model.

The use of a college course as the basis for producing curriculum units achieved several highly beneficial things.

- It gave widespread publicity to the project and to career education in general.
- It provided the opportunity for teachers, counselors, and administrators in pilot schools to become more personally involved with the development of career education concepts for use in the classrooms.

- It provided the project staff with an opportunity to work with a large number of people and to assess their capability to develop curriculum units in the remaining two years of the project.
- It gave teachers and counselors from all grade levels and subject areas an opportunity to meet face-to-face and to discuss the common problems they face in adopting career education and to discuss other educational problems in general.
- Those teachers who so elected earned three units of college credit.

The use of a college course as a training device did serve the useful purpose of gaining broad exposure for the project and of providing a means for testing the viability of producing curriculum units. It also tested the validity of the career education matrix which was used as the framework for the development of curriculum units.

The following fourteen recommendations are based on project assessment of the activities undertaken by the OCC project staff during 1972-73 to develop curriculum units for five career clusters. Each recommendation is largely self-explanatory; however, additional comments appear where it was deemed appropriate to explain a recommendation.

1. The career clusters that should be given priority for development of curriculum units in 1973-74 are public services, transportation, construction, environmental control, and manufacturing occupations.

2. The format used for the development of curriculum units should be simplified and should follow as closely as possible the same format that will be used in the final production of the units.
3. Development of curriculum units in 1973-74 should not be related to a formal course for which college credit is given.
4. The strategy for developing curriculum units in 1973-74 should be based on selection of individuals who are willing and capable of producing curriculum units that meet the standards established by the OCC project staff.
5. The target number of new curriculum units in 1973-74 should range from 50 to 75.
6. Individuals who agree to serve on the curriculum teams to produce curriculum units in 1973-74 should submit a prospectus or abstract for each unit they intend to produce. The abstract should contain the unit title, the intended subject area and grade level for which the unit can be used, a sample of the unit objectives, and a brief summary of the proposed content of the unit. The prospectus for each unit should be submitted to the OCC project staff for review and approval prior to being developed by any individual curriculum team member.
7. Compensation for development of curriculum units in 1973-74 should be based on the production of individual units that meet the standards established by the OCC project staff. The level of compensation should range from $75 to $100 per completed (and acceptable) curriculum unit.

8. The OCC project staff should plan to sponsor, implement, and/or conduct a series of short intensive workshops (that can be offered for one or more units of college credit each) during 1973-74 to provide persons developing curriculum units with special areas of technical assistance, e.g., writing student performance objectives, relating unit objectives to student activities, strategies for implementing career education and means of evaluation.

9. The OCC project staff should plan and organize a panel of resource people for use by the curriculum development team in 1973-74. The persons serving on such resource groups should be drawn from areas such as elementary, junior high, and senior high curriculum experts, subject area experts, occupational information experts from such agencies as the Department of Human Resources Development (HRD), etc.

10. The development of curriculum units by individuals and/or teams in 1973-74 should include the development of necessary multi-media components.

11. The range and variety of multi-media for curriculum units produced in 1973-74 should be expanded beyond that used in 1972-73.

12. The OCC project staff should develop a written set of guidelines and several sample curriculum units for use by the curriculum development teams during 1973-74. Such materials should be used for the orientation and inservice training of the curriculum development teams in the fall term.

13. The OCC project staff should plan to assign curriculum team members and multi-media experts to the task of revising and adapting a number of the curriculum units produced in 1972-73 but not pilot tested during the summer of 1973.

14. Once the curriculum units produced in 1972-73 have been selected, revised and converted to the final format--multi-media should be developed for those requiring such materials.

√

The following recommendations deal only with the use of the format to be used for curriculum units.

1. The OCC project staff should select about 10 curriculum units from those produced by the curriculum development team in the spring of 1973 and convert them into the proposed new format. These converted units should then be tested and evaluated during the summer school session (1973).

2. After the pilot test during the summer session, the OCC project staff should proceed with the conversion of as many curriculum units as possible to the new format so that they can be distributed and field tested in the pilot schools during the 1973 fall term.

3. The OCC project staff should consider adding a person to its staff who is an experienced and qualified educational technical editor who would be responsible for monitoring the conversion of the curriculum units produced in Spring, 1973.

When participants were asked to list three of the most beneficial things that occurred in the course, the following were mentioned most frequently:

- The opportunity to meet and communicate with other educators to exchange ideas and suggestions.
- The gaining of insight and information on career education as a result of doing research in order to develop curriculum units.
- The opportunity of trying out ideas on teaching about career education in their classes.

A number of recommendations related to multi-media requirements were made in the recommendations for curriculum development.

Therefore, the follwoing seven recommendations are focused on the mechanisms used to produce multi-media units. Each recommendation is largely self-explanatory; however, additional comments appear where deemed. appropriate.

1. During 1973-74 the production of multi-media units should not be directly connected with a college credit course.
2. Production of multi-media units should not be limited to slides and sound tapes, but rather should meet the requirements appropriate for the subject matter and instructional strategies of the curriculum units that are developed.
3. During 1973-74, multi-media production people should work directly with people developing curriculum units.

4. Compensation for development of multi-media units deemed appropriate for curriculum units should be based on delivery of products that meet the standards established by the OCC project staff. The level of compensation for such units should be pre-determined by the time and expenses involved in the production of multi-media that is agreed upon by the OCC project staff and the person (s) who are to produce the units.
5. The OCC project staff should plan to sponsor, implement and/or conduct a series of short intensive workshops (that can be offered for one or more college units each) during 1973-74 to provide technical instruction for persons developing multi-media units.
6. The OCC project staff should plan to hire multi-media consultants, on an as-needed basis, to provide technical expertise to persons developing multi-media units.
7. The OCC project staff should plan to obtain or coordinate necessary facilities and equipment for use by multi-media producers in 1973-74.

TAI suggests that several steps be taken by the OCC project staff to alleviate the conceptual barrier in the development of curriculum units faced during the first year of the project.

1. Revise the structure of the matrix to be used as a guideline for the development of curriculum units. A suggested revision is shown in Figure 4. The suggested revision places the processes along the abscissa (vertical left-hand column) of the matrix and leaves the subject matter oriented elements along the ordinate (horizontal, top of the matrix). (See Figure 4, page 46)

Comment: The effect of this restructure will be to place emphasis on affective student performance objectives related to attitudes, self-awareness, decision making, and human relations with regard to the subject matter or content of the career education elements on educational career and economic awareness and skill awareness for beginning competence.

2. After deciding upon the structure of the matrix to be used as a guide for curriculum unit development, the OCC project staff should analyze and determine the content of the goal statements for each element.

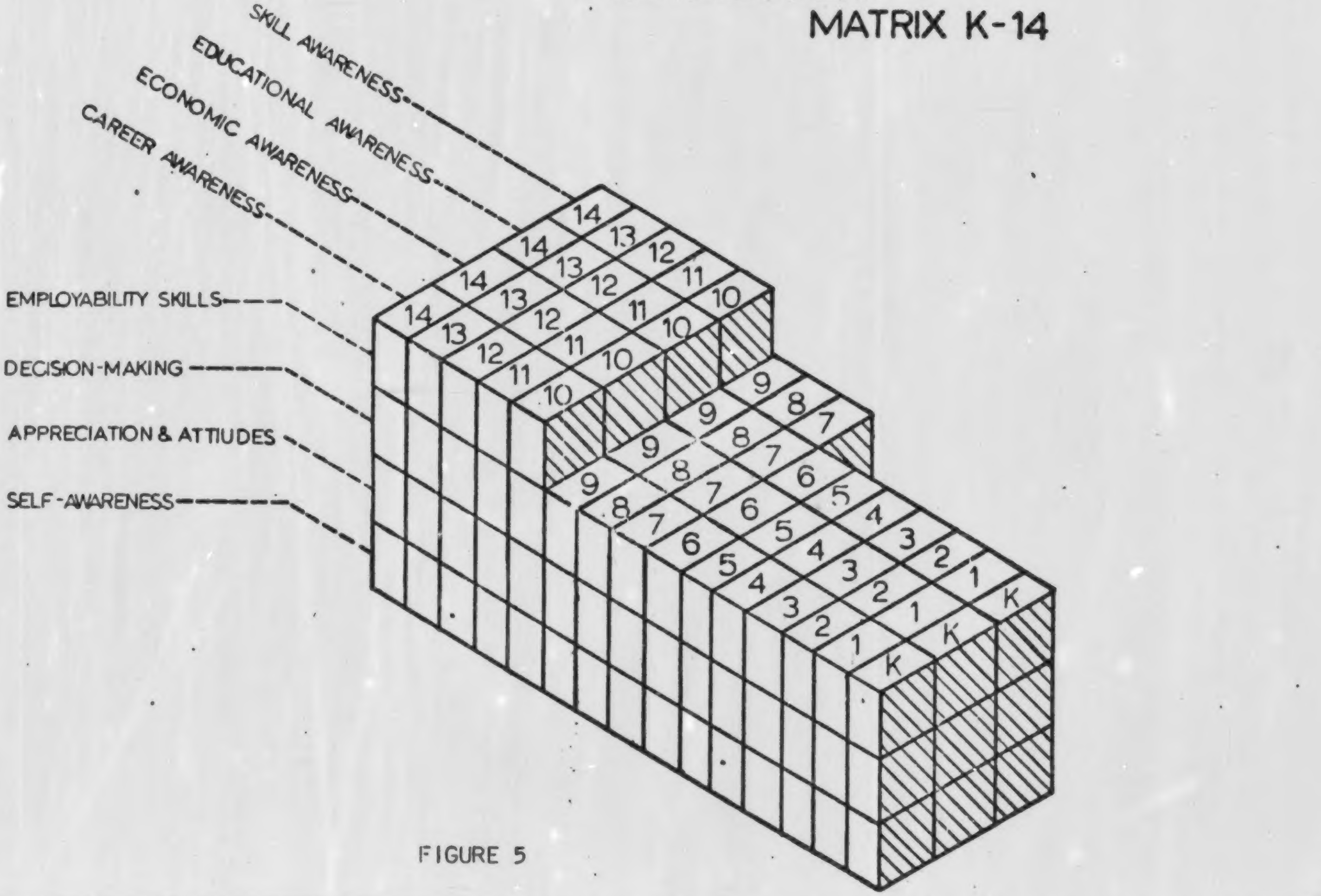
Figure 4

SUGGESTED RESTRUCTURE OF
CAREER EDUCATION MATRIX
AS A GUIDELINE FOR
DEVELOPMENT OF CURRICULUM UNITS

	Awareness of			
	Educational	Career	Economic	Skill Awareness for Beginning Competence
Appreciations and Attitudes				
Self-awareness				
Decision making				
Employability Skills (Humen Relations)				

ORANGE COUNTY CONSORTIUM

CURRICULUM
DEVELOPMENT
MATRIX K-14


SKILL AWARENESS
EDUCATIONAL AWARENESS
ECONOMIC AWARENESS
CAREER AWARENESS
EMPLOYABILITY SKILLS
DECISION-MAKING
APPRECIATION & ATTIUDES
SELF-AWARENESS
14
13
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10
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7
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1
K

FIGURE 5

Recommendations for organization and administrative structure include the following items:

1. A project office should be located and established at once to house all full-time project staff members.

   Comment: The project offices should have adequate space to house the project staff and their support services, a working and conference area, a resource library, and space for curriculum and multi-media team members to store and work on resource materials.

2. The OCC project should contract for or hire a qualified educational technical editor to assist in the refinement and production of curriculum unit materials.

3. In order to facilitate the implementation and testing of curriculum units and multi-media materials, a liaison should be established at every pilot school. This liaison person should act as the key contact and communications link with the staff in each pilot school.

4. The OCC project staff should hold weekly meetings at a designated time and location at which every administrator and staff member is required to attend.

   Comment: Such meetings should have a formal agenda and a secretary to record discussions by the group.

5. The OCC project staff should be prepared to make more and better use of outside consultants in areas requiring

special expertise not possessed by the staff (simulation and gaming, assistance in determining job content, curriculum development, staff training, multi-media, etc.)

Comment: Many of the consultants called for are available from professional staff that is available in the pilot schools, the district offices of the three districts, the county department of education, and the Department of Human Resources Development.

6. The OCC administration and staff should engage in a thorough review of the original project proposal and establish concise written plans for achieving and/or modifying a number of the activities or results called for by the project.

7. In order to strengthen the management of the time and financial resources of the OCC project, written job descriptions should be developed for each part-time and full-time administrator and staff member. These written job descriptions should contain the primary project responsibilities of each staff member as well as his support duties and reporting relationships. (A sample staff assignment work sheet for summarizing individual staff job duties is shown in Exhibit A.)

8. The project staff should maintain written records of the time they devote to primary and support activities and these time records should be maintained and reviewed by the assistant project director each month. (A sample time sheet for use by the project is shown in Exhibit B.)

9. Based on staff time and other costs, the project director should review project expenditures each month rather than on a quarterly basis, in light of the project budget.

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APPENDIX A

THE PAGES (PP. 52 – 70)

~~THIS PAGE~~ WAS MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

APPENDIX B

ORANGE UNIFIED SCHOOL DISTRICT
OLIVE VILLA PARK EL MODENA SILVERADO ORANGE

DONALD W. INGWERSON, Ed.D.
SUPERINTENDENT

370 NORTH GLASSELL STREET
ORANGE, CALIFORNIA 92666

TELEPHONE: (714) 532-5301

April 30, 1973

Mr. Jim Cooper
Director, Community Relations
Channel 50
Orange County Educational T.V.
Golden West College
15744 Golden West Blvd.
Huntington Beach, California

Dear Mr. Cooper:

The members of the Media Development Team for the Orange County Consortium on Career Education would like to express their gratitude for the cooperation and assistance shown them at your facility. These members have completed filming and are currently involved in developing the respective narrative for a series of Career Education film and sound packages. These packages will accompany newly created curriculum units which are designed to help infuse the concepts of Career Education into the existing curriculum in a creative manner.

It is the goal of the project team to provide educational experiences that relate directly to developing an awareness of the world of work, and the career choices available within. Career Education is life education.

Thank you very much for allowing us to film in your facility. We appreciated it immensely.

Respectfully,

Don Isbell

Don Isbell
Teacher Specialist
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Orange County Consortium

DI/js

UNIT CHECK LIST - February 28, 1973

		YES	NO
1.0	Concept		
1.1	Subject - Declarative statement		
1.2	Career Declarative statement.		
1.3	Can the Career Concept be easily infused with the Subject Matter Concept		
2.0	Goals		
2.1	Subject matter - Is it general?		
	Is it stated as a goal?		
	Is it in non-behavioral terms?		
2.2	Career - Did they use their previously refined goal?		
3.0	Rationale		
3.1	Is it clear and does it state the purpose for doing the unit?		
4.0	Unit Objectives		
4.1	Do they reflect the Subject Matter and Career Goal?		
4.2	Are they stated in behavioral terms?.		
4.3	Are they broad-based, covering the entire unit?		
5.0	Special Instructions		
5.1	Are they written clearly and concisely?		
5.2	Does it show a time frame?		
5.3	Is there a statement as to how the unit is to used?		
6.0	Resources		
6.1	Are they stated clearly?		
6.2	Does it show where they are located?		
7.0	Student Objectives		
7.1	Include who, what, how well and time frame (the two latter ones may be implied)		
7.2	Do they adequately support the unit objectives?		
7.3	Are there career-oriented objectives?		
8.0	Activities - Major Subject Area		
8.1	Are they coded accurately to the objectives?		
8.2	Do they have at least one activity per student objective?		
8.3	Are activities varied?		
8.4	Do they provide highly motivated experiences?		
8.5	Do they illustrate originality?		
	. . . and creativity?		
8.6	Is there at least one "hands on" activity?.		
8.7	Are they appropriate to the variety of student performance capabilities within a grade level?.		
8.8	Is there any racial/ethnic bias?		

	YES	NO
9.0 Related Subject Area Activities		
9.1 Do they have any?.		
9.2 See 8.1 through 8.8		
9.3 Are these activities written for the students of this subject, and do they include the major subject and career concepts?		
10.0 Guidance Activities		
10.1 Do they exist for the classroom teacher?		
10.2 Are there specific guidance activities that a counselor may use?.		
11.0 Student Evaluation		
11.1 Is there an evaluation (tool for each student objective?		
11.2 Is the evaluation tool(s) present?		
12.0 Key		
12.1 Appropriate to the evaluation tool(s) on previous page(s)?		
12.2 Are the answers present?		
13.0 Samples of Implementation		
13.1 Are they clear, concise and appropriate to unit? .		
14.0 Bibliography		
14.1 Does one exist?.		
14.2 Does it follow correct form?		
14.3 Does it provide adequate information for copyright data?.		

Sample Curriculum Unit
Format for Cover Sheet

Title of Unit: **Musical Instruments and Careers**

Intended Student Population Including Grade Level(s): **Thirty (30) students - Grade 4**

Principal Subject Area(s) in which Unit can be Incorporated: Music

Length of Unit: **Ten - 50 minute periods**

Principal Author of this Unit: **Jan Lamp**

Position: **Federal Project Writer**

Affiliation: **Orange Unified School District Office**

/clc

GUIDELINES FOR USE OF UNIT

1) **Rationale:** By being exposed to numerous types of instruments, abilities, and opportunities available in the field of music, one cannot help but want to develop his own musical skills for person enjoyment or career endeavors.

2) **Unit Objectives:** At the end of the unit the student will be able to:

   1.0 Recognize the functions of a wide variety of musical instruments.

   2.0 Compare and contrast the lifestyles of musicians of various classifications on the basis of a presentation of a representative of same to the class.

   3.0 Select an instrument or class of instruments for acquiring skills and personal satisfaction, on the basis of determined desires and talents.

   4.0 Explore the means of acquiring and using musical skills in the local and school environment.

3) **Possible Integration with Related Subjects and Counseling activities:** Social Studies (See Exhibit A).

GUIDELINES (CON'T)

4) Special conditions or arrangements for use of the unit:

a) The entire unit is composed of three components:
1. The classroom demonstration and instrumental experiences.
2. The student presentations based upon viewing slide/tape presentation.
3. Student meetings with music teachers regarding programs available within the school instructional program.

The teacher will need to make arrangements at least two weeks in advance with a member of the high school orchestra or a local symphony orchestra that is familiar with a wide variety of classical instruments. (Learning Activity 1.1.1, 1.1.2)

The teacher will need to make available information on methods of conducting debates, role playing, panel discussions, speeches, etc. for the students to adequately carry out. (Learning Activity 2.1.3)

The teacher will need to preview the accompanying slide/tapes.

b) Resources:

Learning Activity 2.1.1.: Slide/tape presentation on the life-styles and common characteristics of people with careers in music presentation.

Learning Activity 2.1.1. Slide/tape presentation on "Careers in Music."

Learning Activity 1.1.2: Slide/tape presentation on the "Making of an Instrument."

Learning Activities 1.1.1 and 1.1.2: Musical instruments (several examples of percussion, reed, woodwind, brass, and string instruments).

Learning Activities 1.1.1 through 4.1.1: Bibliography of reading material for musical careers.

Learning Activity 1.1.1: Contact personnel from schools or local community with experience in a wide variety of instruments.

Learning Activity 4.1.2: Contact personnel from schools or community knowledgeable in music instruction and local resources.

Title of Unit: Musical Instruments and Careers

Student Performance Objectives: During or at the end of this unit, the student will be able to:

1.1 Identify by sight (recognition) and by sound (listening) with 70% accuracy, ten instruments used in an orchestra, band, or other musical group, after hearing each of them being played.

2.1 Compare and/or contrast the lifestyles of at least four different types of musicians with 70% accuracy, after watching, listening, to, and taking part in a presentation of a variety of classifications of musical instruments, and a discussion of the different lifestyles of musicians.

3.1 Describe with 100% accuracy how each five instruments works, and the physical skills needed to operate them accurately, after watching a demonstration on the function of a variety of instruments.

3.2 Select an instrument or class of instruments that he/she would like to study, after watching, listening to, and taking part in a presentation of a variety of classifications of musical instruments.

4.1 Describe the procedure for studying and developing skills and self-satisfaction with a selected musical instrument in (1) the public school music instructional program, and (2) in the community private musical industry.

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
To appreciate music as a career possibility, one must: a) Explore a multitude of career possibilities with the area of music at many levels of sophistication. b) Be aware of the wide span of the skill and economic growth found within the occupational opportunities in music. c) Be aware of the rights and responsibilities of the music worker as they relate to establishing and maintaining a successful career.	1.1.1 and 3.1.1	Classroom demonstration of at least ten different instruments commonly used in an orchestra and/or band, given by two or three musicians from the school or local community. Instruments would be demonstrated by: *the musician playing each and explaining the sound of each. *the musician describing the instrument's function within an orchestra, e.g. rhythm, accent, melody, harmony, etc. *the musician describing the classification of instruments, e.g. woodwinds, reeds, percussion, strings, voice, etc. *the musician allowing each student to play each instrument with guidance from the musician.	Obtain musicians and/or music teacher with instruments.	Student Evaluation and Key (See Exhibit B, a and b).
	1.1.2	Students will view a slide/tape presentation on "The Making of an Instrument."	Obtain filmstrip	
	1.1.3 and 3.1.2	Each student will be asked to select one of the instruments demonstrated and, with guidance from the musician, learn what skills are needed to play that instrument correctly.		

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
Personal capabilities and talents, as well as limitations are important factors for choosing a musical area for person involvement.	2.1.1	Each student will view a slide/tape presentation "Careers in Music" on lifestyles and characteristics of people with careers in music presentation.	Obtain filmstrip	Student Evalaution and Key (See Exhibit B, a and b).
	2.1.2	After viewing the filmstrip, the teacher will direct the student to select four types of musical occupations, from those presented in the slides, that they would like to learn more about.		
	2.1.3	All students will then divide into small groups of about five each on the basis of one of the above selected careers, and through the use of panel discussions, role-play, speech, debate, etc. present to the rest of the class their feelings about what it is like to be a musician (or the career that they have chosen).		
	4.1.1	A representative from the department of music within the school district will be called upon to discuss with the students the variety of musical offerings available throughout his/her public school experience. For information on whom to contact, call your district office music department.	Obtain guest speaker-school district representatives of music.	Student Evaluation and Key (See Exhibit B, a and b).

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
	4.1.2	A similar discussion will be held by a representative of the local community who will describe the procedures necessary for beginning music lessons privately within the community.	Obtain a guest speaker-private teacher of music from community	

EXHIBIT A

Social Studies: To implement related learning activities in Social Studies, the following are suggested:

1.1 The students will view the slide/tape presentation on the careers available in the musical area.

2.1 Each student will select a musical career and, through one of the following means, describe the historical lifestyle and major characteristics of that career to the class:

1. Written Report
2. Tell a story on tape
3. Interview someone currently involved in that career about its history past ans present.
4. Make a collage and describe how it tells the story.
5. Perform a monologue or skit.

2.1 Each student will describe what the possibilities for work are currently in the career of his report.

EXHIBIT B (a)

STUDENT EVALUATION

1.1 Place the correct name of the instrument that is being played on the line next to its picture.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

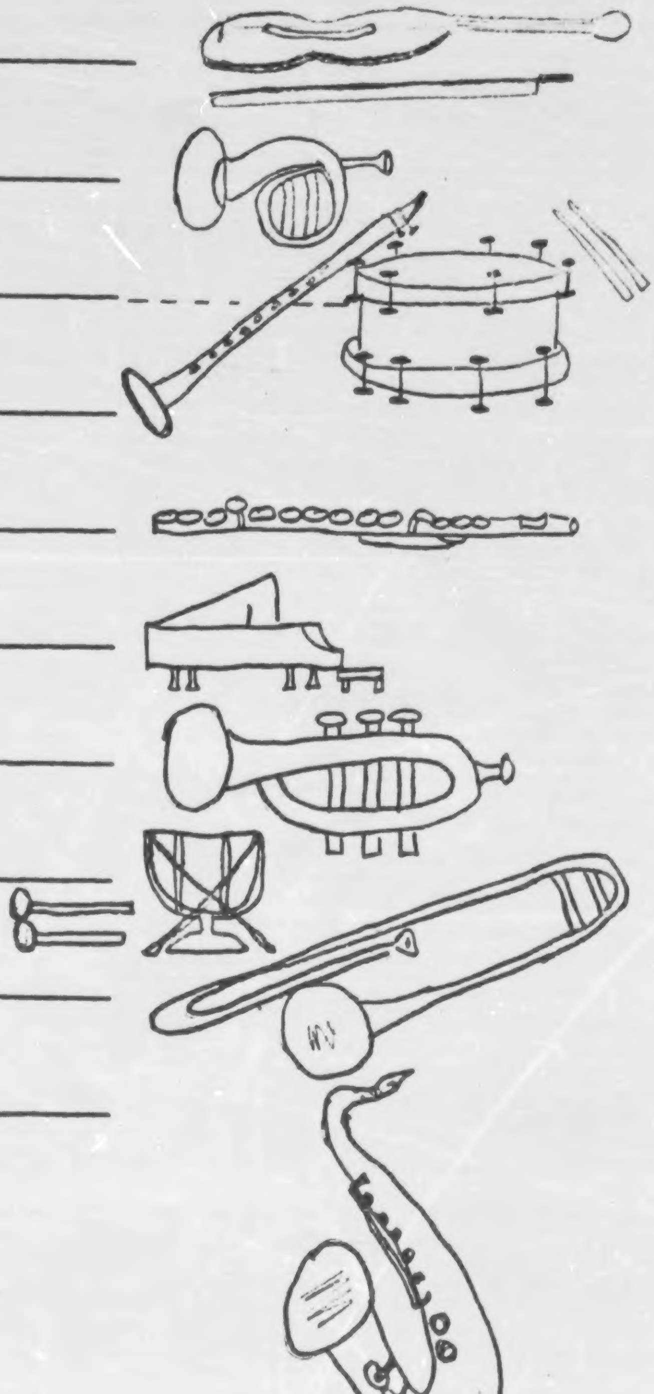

EXHIBIT B (a)

STUDENT EVALUATION (CON'T)

2.1 Each student will take an active part in a group presentation of "what it is like to be a ______________________."

Presentation will necessitate some form of research by each individual student.

Presentation may be performed through the use of panel discussions, role play, speech, debate, skits, etc.

3.1 Name at least five different instruments and describe (1) how each works or produces sound, and (2) what it takes for a person to operate each sucessfully.

EXAMPLE:

0. The drum

0.1 The wooden drumstick hits a skin that is stretched tightly over the drum frame; the sticks bounce off of the tight skin to produce a sharp sound. If the drummer wants to change the sound of the drum (1) he loosens or tightens the drum head (the skin), or (2) he uses a different type of instrument to hit or stroke with.

0.2 To be a drummer takes "independence" - being able to do different things with each foot and hand at the same time. It also takes a good sense of rhythm and the ability to maintain a steady beat - not rushing or slowing down the band.

4.1 1. List briefly four steps you would take to be able to study music in school.

2. Write eight sentences that describe what is like to take private music lessons.

EXHIBIT B (b)

STUDENT EVALUATION KEY

1.1

1. violin
2. french horn
3. drum
4. clarinet
5. flute
6. piano
7. Trumpet
8. kettle drum (timpany)
9. trombone
10. saxaphone

Other Alternatives

1. piccalo
2. string bass
3. oboe
4. English horn
5. xylaphone
6. Glochenschpiel (bells)
7. viola
8. organ
9. coronet
10. voice (sound of someone singing a scale)

3.2

Each student will be asked to select one of the instruments demonstrated and, with guidance from the musician, learn what skills are needed to play that instrument correctly.

4.1

a) 1. Talk to your teacher about your interest in music.
   2. Talk to your parents about your interest in music.
   3. Talk to the music teacher about your interest in music.
   4. Have your parents call the school to discuss procedures for music classes.

b) 1. You must practice at least thirty (30) minutes a day at home.
   2. you must have a lesson every week.
   3. You must pay for each lesson - from $3.00 to $5.00.
   4. You must buy your own music books.
   5. You must rent or buy your own instrument.
   6. You may have your lesson at the teacher's house or he/she may come to your house.
   7. Most teachers require that you play in a recital every year.
   8. Sometimes your instrument must be repaired or replaced.
   9. It takes a long time and hard work to learn to play an instrument well.
   10. Usually you study scales, basics, and classical music first.

Sample Curriculum Unit
Format for Cover Sheet

Title of Unit: Acquiring Goods and Services Through Advertising

Intended Student Population Including Grade Level(s): Grade 2

Principal Subject Area(s) in which Unit can be Incorporated: Social Studies

Length of Unit: Five to Ten - 50 minute periods

Principal Author of this Unit: Janice Barone

Position: Elementary School Teacher

Affiliation: Monte Vista Elementary School

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GUIDELINES FOR USE OF UNIT

1) Rationale: Advertising influences our choices when buying the goods and services we want or need. Advertising enables us to make decisions regarding the purchases we make with the money we earn.

2) Unit Objectives: At the end of the unit, the student will be able to:

   1.0 Identify the role that money plays in acquiring the goods and services needed at home, at work, and in the community.

   2.0 Recognize the influence advertising wields on our decisions to spend money on goods and services for the home, work, and community.

3) Possible Integration with Related Subjects and Counseling activities: Reading, Math, Art (See Exhibit A)

4) Special conditions or arrangements for use of the unit:

   a) Related Values: In teaching this unit certain values should be stressed which coincide with the concepts being taught.

      1) While people perform different kinds of work in producing goods and services each job is important.

      2) That people should make buying decisions carefully.

      3) Money facilitates the exchange of goods and services.

      4) No one can afford all the goods and services he would like.

      5) People differ in their tastes.

      6) Advertising tries to persuade people in their decisions about products.

GUIDELINES (CON'T)

b) Resources: Multi-Media : Filmstrips: FSS 1941 Let's Go to a Bank - Color Community Helper Series; FS-564 The Banker (Our Neighborhood Worker Series); FS-92 Home: Father Works for Family (Home Series); FS-1141 Money, Why We Use (Banking Series); FS-1756 Andy Lends Money to the Bank; FS-1145 What the Bank Does With Andy's Money; FS-1681 Stories, Our Neighborhood, Record: The Downtown Story Folkway/Scholastic Records Category number 7070.
Equipment: Filmstrip, projector, screen, record player, cassette tape recorder.

Materials and Supplies: Story - Longlasting Lollipop - Santa Ana Unified Speech Curriculum Pages 1 through 5.

The Earth, Home of People - California State Series
Daddies, What They Do All Day by Helen Walker Punes, Lathrop, Lee and Shepard Co.
Money Round the World by Al Hene and John Alcom, Harcourt Brace and World Inc.
City Days, City Ways, California State Series - Music Book
Making Music Your Own, Book One, California State Series

Play money, cash register, empty boxes from cereal, foods, soap, etc., old magazines, newspapers, catalogs.

Possible Field Trips: Walking trip around the community, a trip to a local bank

Title of Unit: Acquiring Goods and Services Through Advertising

Student Performance Objectives: During or at the end of this unit, the student will be able to:

1.1 Cut out ten pictures from magazines of things he wants or needs.

1.2 Recognize and distinguish among the three ways of acquiring his wants (trade, work, money), using role-play situations.

1.3 Perform services, receive payments and make purchases using play money and store materials.

1.4 Barter with various provided items for something he wants.

1.5 Identify and distinguish pictures of people performing services and making goods.

1.6 Spend and save money he earns by doing classroom services, making use of a classroom "bank".

1.7 Draw four goods we need, four goods we want, four services we need, and four services we want on worksheets provided.

1.8 Assign priorities for purchases based on a stated budget, indicating which items may be purchased now and which must be saved for in the future.

1.9 Plan and produce a mural including all stores, signs, services, and people who work in the community, using information provided about goods and services in the community.

2.1 Locate and identify advertisements for basic needs (food, clothing, shelter) and for wants (toys, recreation, etc.) in newspapers, magazines, or catalogs.

2.2 Draw an advertisement about a given product stressing all its merits.

2.3 Persuade the consumers of the class to buy a given product.

2.4 Plan and produce a television commercial on their class television by giving all the good points of the product, based on an advertisement provided.

2.5 Plan and construct advertisements telling people to come to a craft sale, using materials provided.

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
Every person has needs and wants.	1.1.1	Children find pictures of ten things they want or need in old magazines. Children share pictures. Class decides whether the pictures are of basic needs or wants. Class chart is constructed using pictures labeled "Our Wants/Our Needs."	Old magazines	Student Evaluation for objectives from 1.1 to 1.5 is based on teacher observation and judgement of how well students act out roles given them, followed rules set up by class, and completed their booklets.
People obtain goods and services by trade, work, and money.	1.2.1	Ask the children to act out the situation, "Tommy wants the toy car in Mr. Smith's store window. What are the ways he can get it. What if he didn't have the money for it?" Discuss the various ways people obtain goods - trade, work, money.		
	1.2.2	Watch filmstrip on "Our Basic Needs."	Filmstrip: "Our Basic Needs."	
	1.2.3	Read story The Longest Lasting Lollipop.	Story: "The Longest Lasting Lollipop."	
All consumers buy goods and services.	1.3.1	Set up a store in your class using play money, cash register and empty boxes from cereals, candy, soap, etc. that children have brought from home. Give children same amount of money to buy (1) thing they need for their home (2) things they want to have. Have children take turns being the store keeper and the consumer.	Play money, cash register, empty boxes from cereal, candy, soap, etc. which children have brought from home.	
	1.3.2	Watch filmstrip on "The Grocer", (Community Helper Series.)	Filmstrip: "The Grocer."	

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
	1.4.1	Present a grab box to the class with different items found in classroom or at home (old toys, books, etc.). Give children turns selecting an item. If it is not an item he wants children may barter with a child who has an item he wants.	Grab box of items from home or classroom.	Student Evaluation for objectives from 1.1 to 1.5 is based on teacher observation and judgement of how well students act out roles given them, followed rules set up by class, and completed their booklets.
People work to acquire income to buy goods and services. Everyone who works helps to provide goods and services.	1.4.2	Read book Money Round the World, Al Hine and John Alcon, Harcourt Brace and World, Inc.	Book: Money Round the World, Al Hine and John Alcon, Harcourt Brace and World, Inc.	
	1.4.3	Present picture number fifteen in The Earth, Home of People (California State Series). Discuss how people trade goods at the market place.	Picture number fifteen in The Earth, Home of People (California State Series).	
	1.4.4	Watch filmstrip "Why We Use Money" --discuss barter, coins, and currency with class.	Filmstrip: "Why We Use Money."	
	1.5.1	Show children pictures of different jobs people have (fireman, butcher, nurse, shoe repairman, barber, etc.). Ask children to tell you which pictures show people giving services.	Pictures of occupations producing goods and services.	
	1.5.2	Children make booklet "Jobs People Do." Divide booklet into services we need and goods we need. Have children draw pictures depicting people at their jobs. Have students write a sentence about what the workers are doing.	Paper for booklets	

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
	1.5.3	Have children tell what jobs their parents do. Make a list of these jobs. Let the children determine which jobs produce goods and which are services.		Student Evaluation for objectives from 1.1 to 1.5 is based on teacher observation and judgement of how well students act out roles given them, followed rules set up by class, and completed their booklets.
	1.5.4	Present picture number twelve in The Earth, Home of People - (California State Series.) Discus the work the men in the picture ar doing.	Picture number twelve in The Earth, Home of People (California State Series).	
	1.5.5	Sing various songs on people and occupations in Making Music Your Own, Book One. Have children act out motions.	Songbook: Making Music Your Own, Book One	
	1.5.6	Read "Daddies, What They Do All Day", by Helen Walker Puner, Lothrop, Lee and Shepard Co.	Story: "Daddies, What They Do All Day," Helen Walker Puner, Lothrop, Lee and Shepar	
	1.6.1	Present the class with play money. Give each child the same amount of money to spend or save in the bank or store. Children can earn money by doing jobs in the classroom or at home for one week. Jobs in the classroom include erasing board, being monitors, etc. Jobs at home include making the beds, and cleaning the rooms. Give children a checklist with jobs on them and how much they will earn for each job. When job is completed the teacher or parent checks the list and the children are given play money which they can buy an item in the class store or save to buy something in the future. At the end of the week a final tally is made of all the money earned and saved or spent by the class.	Play money, job checklist.	Student Evaluation is based on student completion of worksheet. (See Exhibit B, a)

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
People save income to satisfy their wants and needs.	1.6.2	Class may be able to take a field trip to a local bank.	Possible field trip to local bank. Permission required.	Student Evaluation is based on a teacher observation and judgement of how students conduct themselves.
	1.6.3	Watch filmstrips "Andy Lends Money to the Bank" and "What the Bank Does with Andy's Money."	Obtain filmstrips.	
	1.7.1	Present the children with a ditto divided into four parts labeled "Goods We Need," "Goods We Want," "Services We Need," "Services We Want." Ask the children to deaw four items under each heading.	Ditto form	Student Evaluation based on student completion of worksheet (See Exhibit B, b)
Advertising helps consumers make decisions about goods and services they want or need to buy.	2.1.1	Give the children old newspapers, magazines or catalogs. Ask them to cut out ads for items they would like to buy. Discuss with the class the different ads and what they were trying to sell.	Old newspapers, magazines, or catalogs, scissors.	Student Evaluation for activities based on teacher observation and judgement of student performance. Final evaluation based on short answer test. (See Exhibit B, d and e).
	2.1.2	Ask the children to watch television commercials and write down the name of two commercials that they liked best. The children should be able to tell why they choose them.		
	2.1.3	Read the story, "A Jacket for Mark," pages 27-32 in City Days, City Ways. Discuss how Mark decided to buy the jacket from an ad in the newspaper.	Story: "A Jacket for Mark," pages 27-32 in City Days, City Ways.	
Advertising influences consumer choices.	2.2.1	Present a group of items to the class (soap, toothpaste, gum, etc). Ask the children to draw an ad for the item they choose and write a few sentences on why we should buy it.	Selected consumer items	

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
	2.3.1	Divide the class in half. One half of the class will be consumers, the other half of the class will be advertisers or sellers. Each seller is assigned a consumer who he tries to persuade to buy his product.		
	2.3.2	Discuss with the class what should be stressed when you are selling a product, what the product is used for, what it costs, etc. Class decides which sellers in the class used good techniques in persuading the consumers to buy their products. A class list of good selling procedures should be made.		
	1.8.1	Give the children a list of items they can "buy" with a "dollar". The children add the cost of the items and decide which ones they can buy and which they will have to save for.	List of items priced under one dollar.	Student Evaluation based on list and addition of costs. (See Exhibit B, c)
	2.4.1	Present the class with an advertisement for cereal. List with the class the things the cereal has that would make them buy it.	Advertisement for cereal	
	2.4.2	Let each child select an advertisement from a magazine that they would like to make into a television commercial. Give children the opportunity to go inside the class television (large box with front cut out for the screen) and present the commercial to the class. Children may work in pairs or groups.	Class television (cardboard cut-out box); magazine advertisements	

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
Working to earn income allows is to obtain the goods and services we need or want for the home, work, or community.	2.5.1	Have the class decide to go on a craft project they could sell to raise money to go on a field trip (if the principal permits). Children can make such things as macaroni necklaces, paper mache items, paintings, etc. Have children make ads telling about the arts and crafts show to display around the school.	Community, parent, principal permission for field trip.	
	1.9.1	Listen to the record The Downtown Story, Folkways Scholastic Records.	Record player; Record: "Downtown Story," Folkways Scholastic Records;	
	1.9.2	Take a walking field trip around the neighborhood noting different jobs people do and the various forms of advertising in the community.		
	1.9.3	Children make mural including all stores, signs, and ads in the community.	Art supplies for mural	
	1.9.4	Watch filmstrip "Our Neighborhood Stores".	Filmstrip: "Our Neighborhood Stores."	

EXHIBIT A

Reading: To implement related learning activities in reading classes the following are suggested:

1.2 Have the students read story "The Longest Lasting Lollipop."

1.5 Have the students read Money Around the World.

1.5 Have the students read story "Daddies, What They Do All Day."

2.1 Have the students read advertisements from newspapers and magazines.

Mathematics: To implement related learning activities in math classes the following are suggested:

1.3 Have student set up a classroom store using play money. Discuss the worth of the various coins and paper currency.

1.5 Read Money Around the World with the class.

1.6 Have students keep a record of the money they earn, save, and spend, adding and subtracting in dollars and cents.

1.8 Have students select, from a list of one-dollar items, which they can purchase and which require them to save up for.

Art: To implement related learning activities in art classes the following are suggested:

1.9 Have the students plan, draw and paint a mural depicting stores, signs, services, and working people in the community.

2.2 Have students draw their own advertisements.

2.5 Have the students plan and produce arts and crafts items for a school sale.

EXHIBIT B

a) 1.6.1 - sample

JOBS I CAN DO IN SCHOOL	MONEY I CAN EARN	PUT ✓ HERE
1. Erase Blackboards	10 cents	
2. Take Wastebaset Around	10 cents	
3. Office Monitor	10 cents	
4. Line Leader	10 cents	
5. Ball Monitor	10 cents	
6. Housekeeper	25 cents	
JOBS I CAN DO AT HOME	**MONEY I CAN EARN**	**PUT ✓ HERE**
1. Clean My Room	25 cents	
2. Make My Bed	10 cents	
3. Take Garbage Out	10 cents	
4. Wash Dishes	15 cents	

b) 1.7.1 - sample

Goods We Need	Goods We Want
Food Clothing	Television Automobile Boat
Services We Need	**Services We Want**
Doctor Dentist Plumber Mechanic	Gardener

EXHIBIT B (CON'T)

c) 1.8.1 - sample

ITEM TO BUY	COST
1. Candy Bar	10 cents
2. Airplane	80 cents
3. Soda	15 cents
4. Ball	10 cents
5. Marbles	25 cents
6. Jump Rope	25 cents
7. Book	50 cents
8. Doll	80 cents
TOTAL	

EXHIBIT B (CON'T)

d) Unit Test

1. People buy many things in stores. Circle the words that tell what people buy:

clothes
money
food
books
toys
houses

2. Which words make you think of money? Circle them:

save
spend
buy
pay
far
read

3. Which things do all families need?

food
television
clothing
candy
toys
shelter

4. What can people do with money?

earn it
borrow it
eat it
save it
spend it
build it

5. An advertisement tries to ______________________________.

Circle what it tries to do.

Tell you about the product
Get you to buy the product
Give you the product
Ask you about the product

6. Where can you find advertisements?

Circle the ones you choose.

On television
In the newspapers
In magazines
In story books

Give five points for each correct answer.

EXHIBIT B (CON'T)

STUDENT EVALUATION KEY

e) Student evaluation key for unit test. Children should have circled the following:

1. clothes, food, toys, books
2. save, buy, spend, pay
3. food, clothing, shelter
4. earn it, spend it, save it, borrow it
5. tell you about the product, get you to buy the product
6. on television, in magazines, in the newspaper

Sample Curriculum Unit
Format for Cover Sheet

Title of Unit: Economics in the Family - Contributor, Spender, and Consumer

Intended Student Population including Grade Level(s): 30 students - grade 9

Principal Subject Area(s) in which Unit can be Incorporated: Social Science - Economics

Length of Unit: Ten - 50-minute periods

Principal Author of this Unit: George Crispin

Position: Elementary Teacher

Affiliation: Adams School

GUIDELINES FOR USE OF UNIT

1) **Rationale:** Each member of a family plays the role of a contributor, spender and consumer. Thus, appraising and identifying one's participation in these tri-roles will give one a clearer understanding of the type of life-style one may realisticly achieve through career selection.

2) **Unit Objectives:** At the end of the unit the student will be able to:

   1.0 Demonstrate with examples an understanding of his tri-role in a family.

   2.0 Identify a life-style and career of his choice; give reasons for those decisions and will be able to explain the necessary career training that may lead to the acquisition of his desired life-style.

3) Possible Integration with Related Subjects and Counseling activities:

   Math, Geography/History, Counseling activities (See Exhibit A).

4) Special conditions or arrangements for use of the unit:

   a) This unit may be taught as a separate entity or in conjunction with other units: comparing cultures from around the world, family life around the world, sociology or history.

   Open discussion is very important to the success of the unit. This will give the students insight as to how others feel about or view such concepts as success, life-style, getting ahead, installment buying, failure, status, "keeping up with the Joneses," and happiness. Expressive confrontations will also give each student a gauge to compare his role in the family with his peers.

GUIDELINES (Con't)

Their choices of a vocation or of a college involve economic realities that should be a part of this unit and the teacher should expose the class to these areas as much as possible. This involves the acquisition of basic knowledge and the formation of attitudes.

It is hoped that from this unit students will acquire the knowledge or understanding that economics is highly relevant to their daily lives. This unit should help the student discover that economics in simple terms means the pay check, the grocery bill, the income tax and the savings account. In other words, they are affected daily by economics.

b) Resources: Guest speakers from different professions and different walks of life. Old magazines or advertisement materials; newspapers; phone book; maps of local area.

c) Teacher ancillary readings:

Foster, Constance J., The Story of Money, New York: McBride Publishers.

Heckman, Harry W., The Economics of American Living, New York: Rand-McNally, 1959.

Broomfield, Louis, Malabar Farm., New York: Harper (Student reference).

Sample Curriculum Unit
Format for Cover Sheet

Title of Unit: Economics in the Family - Contributor, Spender, and Consumer

Student Performance Objectives: During or at the end of this unit the student will be able to:

1.1 List and describe three examples of how he acted as a contributor, spender and consumer in his family.
2.1 List and describe three factors that influence or determine a family's life-style.
2.2 Explain orally through discussion five typical characteristics of his selected life-style.
2.3 Select two careers (at least one in the Fine Arts and Humanities Cluster) that will help him acquire his desired life-style and be able to describe in written form the training and expenses necessary to embark upon those careers.

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
Each member in the family plays three economic roles: a) Contributor b) Spender c) Consumer	1.1.1	If parents permit, have the students gain information on income and family expenses for a month/ students should help plan the family budget, noting particularly "regular" monthly expenses, constraints on certain areas such as entertainment, new clothing, hobbies, "frills".		Student Evaluation & Key (See Exhibit F, a & b)
	1.1.2	Have students keep a two-week diary noting, under appropriate headings, when he is a contributor, spender, consumer.		
Life-style is determined by the degree one plays each role.	1.1.3	Have students evaluate their diaries (see 1.1.2) to see if they are playing any role more than another and appraise the roles		

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
Career choices should reflect a desired life-style based upon: a) Values b) Goals c) Career preparation skills d) Educational training.		in which they might improve upon in order to help the family.		
	1.1.4	Have the students in groups or individually make a collage of family members as contributors, spenders, and consumers for a bulletin board display.	Magazine, newspapers advertisement materials.	
	1.1.5	Have the students make a report, collect pictures, or design a mural to show the changes in the American family through history and evaluate the role of each member as consumers, spenders, and contributors.		
	2.1.1	Have students make up a grocery shopping list for a week as if money were no object and examine alternative purchases. Have students discuss why all families should use a systematic method for buying goods.		Student Evaluation & Key (See Exhibit F, a & b)
	2.1.2	Have the students list and explain the constraints on their families as to why they could not afford several cars, TV's, a boat, or a swimming pool.		
	2.1.3	Have students research the costs of different rentals such as apartments and homes. Have them compute the percentage of income that should go into house or rental payments.	Newspapers - housing and rental sections.	

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
	2.1.4	Have the students bring in examples of how advertisers use "snob" or status appeal to sell their products, as a basis for class discussion.	Magazines, Newspapers, advertisement materials.	
	2.1.5	Have the students select a life-style from the various class levels and write a biographical sketch of a fictitious family which would include: A. Home B. Number in family C. Income D. Hobbies E. Vocation F. Car, clubs, vacation, etc.		
		Class discussion on advantages and problems with your fictitious family.		
	2.1.6	Have students in small groups or individually make a collage of various life-styles.	Magazines, newspapers, advertisement materials.	
	2.2.1	Have students investigate three price ranges of cars, noting the initial costs, cost of tires, options, repair parts, operational costs and insurance costs. Then have them summarize their findings, giving advantages and disadvantages for buying each class of car, as well as explain why the car has become an American status symbol.		Student Evaluation & Key (See Exhibit F, a & b)
	2.2.2	Through a phone book or professional directory, have the students pin-point on a map where	Telephone book or professional directory and map of local area.	

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
		people of different careers live in the community. Have them list the training and possible expenses incurred in the careers they are surveying.		
	2.3.1	Give the students a list of suggested careers. Students should a) list the careers in order of expected income. b) make a new list in order of implied status. c) note similarities and discrepancies between the two lists for class discussion.	See Exhibit B	Student Evaluation & Key (See Exhibit F, a & b)
	2.3.2	Give the students a list of suggested high-paying "blue-collar" jobs. Students should list their preferences in order of desirability and explain their first and last choices.	See Exhibit C	
	2.3.3	Give the students a list of suggested average-high-paying "white collar" jobs. Students should make a preference list and explain their first and last choices.	See Exhibit D	
	2.3.4	Have the students research the average income of each vocation on the suggested lists in (2.3.2 & 2.3.3) and make a new list for discussion as to whether or not income had affected their new selection.	See Exhibits C & D	

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	CATION
	2.3.5	Have students, using the suggested questionnaire form, interview people in the local area who represent careers of the student's choice. (One should be in the field of Fine Arts and Humanities).	See Exhibit E	
	2.3.6	Guest speakers from various vocations including the Fine Arts and Humanities field to explain their life-styles and functions in their vocation followed by student question and answer period.	Obtain Guest Speakers from various career areas.	

EXHIBIT A

MATHEMATICS: To implement related learning activities in math classes the following are suggested:

1.1 Have the students keep a record of family expenditures for a period of time and graph the percentage of the budget spent on each item.

1.2 Have the students calculate the cost of a TV set at the price of $415.00 at a rate of 8 per cent over 24 installment payments.

2.1 Have the students figure the cost involved in preparing for chosen career (i.e., teacher - cost of tuition, books, travel, lodging, etc., over a five-year period).

GEOGRAPHY/HISTORY: To implement related learning activities in Geography/History classes, the following are suggested:

1.1 Have the students research and report on the role of contributor, spender, and consumer in families of different cultures throughout the world. Each student should select at least two countries.

2.1 Have the students investigate the life-styles of various peoples in different cultures and relate the status symbols for success in those cultures with those in the American culture.

COUNSELING: The following counselor career game activity may be used as a follow-up for the unit activities.

Source: Career Games (Kit - $5.00 enough for 30 students)
by Dr. Barbara Varenhoist, Palo Alto Unified School District
25 Churchill Avenue, Palo Alto, CA 94306.

(Further directions are given within each kit).

Students' role-play simulated life situations.

a. Students are given at least 2 "profiles" of family situations. They are requested to volunteer to role-play and give own interpretations as to how situations are concluded.
b. Students are divided into groups of 5 to 8. As a composite in each group, students set up make-believe life-style situations for a (1) rich family, (2) middle class family.
c. Students volunteer to role-play four situations, two from the "rich", and two from the "middle class" families.
d. Counselor guides follow-up discussion on feelings and attitudes enacted in role-playing.

EXHIBIT B

Suggested list for Activity (2.3.1)

Policeman
Detective
Army Sergeant
Principal
Store Manager
Small Grocery Store Owner
Artist
College Professor
Chemist
Body Repairman
Actor
Musician
Writer
Orchestra Leader
Army Colonel
Teacher
Housewife
Salesman
Professional Athlete
Car Dealer
Lawyer
Carpenter
Pharmacist
Sculptor
Actress
Poet
Singer
Landscaper

EXHIBIT C

Suggested list for Activity (2.3.2)

Blue Collar Workers:

Carpenter
Plumber
Assembly-line Worker
Telephone Installer
Camera Man
Landscaper
Electrician
Welder
Machinist
House Painter

EXHIBIT D

Suggested list for Activity (2.3.3)

White Collar Workers:

Lawyer
Teacher
Manager
Chemist
Architect
Engineer
Principal
College Professor
T.V. Writer
Disc Jockey

EXHIBIT E

INTERVIEW QUESTIONNAIRE

1. How long have you been involved in your present career?
2. Why did you select this career?
3. What factor(s) or person(s) played an important part in your selection of a career?
4. What training or preparation is necessary for your career?
5. What, if any, on-going preparation do you need in your career?
6. What unexpected problems or rewards did you encounter in your career?
7. Is your career as materialisticly rewarding as you expected it would be?
8. Would you recommend others to consider your career for their choice of vocation? Why? Why not?

EXHIBIT F (a)

STUDENT EVALUATION

1.1 List and describe three examples of how you act as a contributor, spender, and consumer in your family.

2.1 List and describe three factors which influence or determine a family's life-style.

2.2 Teacher observation while class is discussing.

2.3 Describe, based on your selection of two careers which reflect your desired life-style, the training and expenses necessary for you to embark upon both careers. One of these careers should be in the Fine Arts and Humanities Cluster.

EXHIBIT F (b)

STUDENT EVALUATION KEY

1.1 Answers will vary with each student.

2.1 Possible answers might be:

    career
    values
    skills
    interests
    educational background

2.2 Answers will vary depending upon individual wants and desires.

2.3 Answers will vary with the individual choice of careers. Make sure that such a career or careers reflect realisticly the students' choice of life-style. Also compare training and expenses to the choices for realistic requirements.

Sample Curriculum Unit
Format for Cover Sheet

Title of Unit: Travel: Services and Arrangements

Intended Student Population Including Grade Level(s): Senior High

Principal Subject Area(s) in which Unit can be Incorporated: Secretarial Procedures or Typing

Length of Unit: Five to Ten 50-minute Periods

Principal Author of this Unit: Karen Moore

Position: Business Education Teacher

Affiliation: Villa Park High School

GUIDELINES FOR USE OF UNIT

1) Rationale: Making travel arrangements is important because almost all businessmen do some kind of traveling and depend on a travel agency or secretary to make their travel plans, and expense reports for them. Different career choices in the travel area will be explored.

2) Unit Objectives: At the end of the unit, the student will be able to:

   1.0 Make reservations for airline transportation.

   2.0 Type an itinerary.

   3.0 Make an expense report.

   4.0 Describe some of the different career opportunities in travel and in the secretarial field.

3) Possible Integration with Related Subjects and Counseling activities:

   Office Occupations, Shorthand, General Business, Counseling - See Exhibit (A)

4) Special conditions or arrangements for use of the unit:

   a) Students should have basic typing skills.

   b) Resources: Bulletin board with different travel posters and advertisements about travel -- hotels, motels, airlines, steamships, etc.

      Old flight tickets, itineraries, and expense reports.

      Guest speaker from the local travel agency in your area.

      Transparencies on airline flight schedules, expense report, itinerary, word list of different travel vocabulary.

TITLE OF UNIT: Travel: Services and Arrangements

Student Performance Objectives:

During or at the end of this unit, the student will be able to:

1.1 List at least three career opportunities in travel and describe their major job functions.

1.2 Decide what transportation and motel reservations are best suited for the employer.

1.3 Tell what time it is in a certain state, when given a map showing the different time zones.

1.4 Answer 80% of a short essay test on travel correctly.

1.5 Telephone or write for reservations for an airline when given the time, state, class, and number of people.

1.6 Locate a motel and make reservations for that motel when given the name of the state, motel name, and type of room wanted.

2.1 Choose at least four of five given words on travel which are correctly spelled.

3.1 Arrange an itinerary in attractive and easy-to-read form when given unarranged data about a salesman's business trip.

4.1 Accurately type, after practice, an expense report when given the proper form and travel expense receipts.

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
Travel provides a variety of career opportunities such as: a) Travel agent b) Secretary c) Reservation clerk	1.1.1	Guest speaker from a travel agency to explain his duties and the different career possibilities there are in his field, followed by student questions and discussion.	Obtain guest speaker: Travel agency.	Student Evaluation & Key (See Exhibit E), (a) & (b)
To arrange travel satisfactorily, certain information is necessary: a) Different time zones b) Airline schedules c) Resources for finding accommodations.	1.2.1 & 1.3.1	Suggest reading classroom text on travel or pass out dittos that will contain the necessary information on a secretary's duties to her employer when preparing for his business trip / students read and discuss.	20th Century Typing or Secretarial Office Procedures (South Western Publishers). Or - ditto on secretarial duties relating to travel.	Student Evaluation & Key (See Exhibit E), (a) & (b)
	1.3.2	Explain the different time zones to class using transparencies / students answer different time-zone questions that you ask orally.		Student Evaluation & Key (See Exhibit E), (a) & (b)
Accurate typing facilitates useability of information for travel: a) Correspondence b) Itineraries c) Expense Reports	1.4.1	Show slides or transparencies of different time schedules for airlines and explain to class how to read it. If class has airline schedule book, explain how to use.	Airline flight schedules.	Student Evaluation & Key (See Exhibit E), (a) & (b)
	1.5.1	Show a transparency of an airline schedule / Students copy enough information to create a letter asking for reservations on a desired flight.	Sample letter (See Exhibit B).	Student Evaluation & Key (See Exhibit E), (a) & (b)
	1.6.1	Discuss with the class how to use the Hotel and Motel Redbook Directory / Students solve simple problems in locating motel address, motel name, manager's name, and telephone number.	Hotel and Motel Redbook Directory (Bookstore purchase), and other directories.	Student Evaluation & Key (See Exhibit E), (a) & (b)

CONTENT	CODE	INSTRUCTIONAL STRATEGIES/ LEARNING ACTIVITIES	RESOURCES/ MATERIALS	EVALUATION
	2.1.1	Show transparency of vocabulary list of travel terms, discuss and give ditto list to students.	Vocabulary list on ditto and on transparency.	Student Evaluation & Key (See Exhibit E), (a) & (b)
	3.1.1	Students type an itinerary in arranged form -- using class textbook or ditto sheet. Then give another itinerary job assignment in unarranged form to be typed providing the proper forms.	See Itinerary (Exhibit C)	Student Evaluation & Key (See Exhibit E) (a) & (b)
	4.1.1	Provide expense forms and explain how to type one from a transparency / Students type one.	See Expense Firm (Exhibit D)	Student Evaluation & Key (See Exhibit E) (a) & (b)

EXHIBIT A

Office Occupations: To implement related learning activities in Office Occupations, the following major activities of this unit can be used:

1.1.1
1.3.1
1.4.1
1.6.1
4.1.1

(Refer to pages 4 & 5)

Shorthand: To implement related learning activities in Shorthand, the following major activities of this unit can be used:

1.1.1
1.3.1
1.4.1
1.5.1
1.6.1
3.1.1

(Refer to pages 4 & 5)

General Business: To implement related learning activities in General Business, the following major activities of this unit can be used:

1.1.1
1.5.1
2.1.1

(Refer to pages 4 & 5)

The following counselor activity can be used with this unit:

SIMULATION - TITLE: **EXERCISE COMMUNICATION**

Playing Data: Age Level - College
No. of players -- 4-12
Playing time: 2 to 4 hours in periods of 1 hour
Preparation time: 30 min. to 1 hour

Materials: Player's and Administrator's manual.

Comment: Interactive, individual play with aspects of both conflict and cooperation.

EXHIBIT A (Con't.)

Play involves strategic thinking, rapid thinking and some role-playing. Personality characteristics of the roles are specified when required. Game outcomes are in the form of scores; chance plays no part.
Results of field test are available (D.Z.)

Summary Description:
Roles: Observers, senders, and receivers of communications.
Objectives: To achieve good communication
To account for ineffective communication.
Decisions: Unknown.
Purposes: To explore the advantages and disadvantages of one-way and two-way communication.
To contrast effective and ineffective communication and attempt to account for the difference.

Cost: $5.00 per participant: Trainer's Manual for all exercises - $10.00.

Producer:
Didactic Systems, Inc.
6 North Union Avenue
Cranford, N.J. 07106

Further Reference Materials: The Guide to Simulations/Games for Education and Training, David Zuckerman; Robert Horn, with A Basic Reference Shelf on Simulation and Gaming, Paul Twelker; Kent Layden.

Information Resources, Inc., P. O. Box 417,
Lexington, Mass. 02173.

EXHIBIT B

United Airlines
Reservation Clerk
7839 Airway
Glendale, CA 90787

Dear Sir:

I would like to make a reservation on your flight 243 on Thursday, April 19, to Hawaii.

My husband and I would like to travel second class with our meals included. Enclosed is a check for $400 for our fares. If there is any further information I can give you, please contact me immediately.

Thank you for your service.

Sincerely,

Karen Moore

KM/

EXHIBIT C

ITINERARY FOR MR. JAMES SWANSON

April 20-30, 1973

TUESDAY - April 20

5:00 P.M.	Leave office for Cleveland -- Hopkins Airport
6:00 P.M.	Leave Cleveland on American Airlines, Flight #358
7:00 P.M.	Arrive New York, LaGuardia Airport

EXHIBIT D

WEEKLY TRAVEL EXPENSE REPORT

Name: Dates: to

Expense Items: Date:	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	TOTAL
Room					$14	$14	$14	$42
Meals & Tips					$10	$ 8	$ 9	$27
Laundry								
Transportation					$90			$90
Car or Taxi					$11	$10	$14	$35
Parking								
Telephone								
Misc. (Itemized)								
TOTALS								$194

EXHIBIT E (a)

STUDENT EVALUATION

1.1 1. List the career opportunities in travel and in the secretarial field that would involve travel duties and mention the type of work they would do.

1.2 2. Assume that you are employed by a national sales manager with a home office in Chicago. He plans to make a business trip to New York City where he will stay at the Hilton Hotel. During his stay in New York City he hopes to work in an overnight trip to a national business convention in Atlantic City, New Jersey, where his firm will be displaying its products in Convention Hall. While in Atlantic City, he will stay at the Holiday Inn at Boardwalk and Michigan Avenue.

For the trip from Chicago to New York he is considering two ways of traveling:

A. A first-class TWA flight from O'Hare Airport or Joh F. Kennedy International Airport. Flights leave each hour from 6 A.M. through 10 P.M. The flying time from Chicago to New York is less than two hours. The fare is approximately $100.

B. A sleeping car reservation on the Broadway Limited. It leaves Union Station in Chicago at 4:30 P.M. daily and arrives in New York City at 10 A.M. the following morning. The fare is approximately $90.

Consider the two ways to traveling to and from Chicago. Indicate the methods of travel you would recommend. Give your reasons for your recommendation. Among the factors that should be considered are cost, speed, convenience, frequency of service, and types of accommodations.

1.3 3. Your employer is planning a trip from California to Hawaii and wants you to make a hotel reservation. His plane flight leaves California at 5 P.M. When will he arrive in Hawaii?

1.4 4. a. What information is given in the Hotel and Motel Redbook?
b. List at least six items of information that you would give in order to make a satisfactory reservation at a hotel or motel.
c. Why is a travel agency willing to make travel arrangements free of charge?

1.5 5. Write a short letter to United Airlines asking for a reservation on their flight to Hawaii, 2nd class, for two people, on Thursday, April 19 -- use the airline flight schedule if one is provided; if not, use flight number 243 - $200 per person, one way.

1.6 6. Using the Hotel and Motel Redbook, locate the address of the Newporter Inn in Newport Beach, California.

2.1 7. alternative or alternetive
foriegn or foreign
itinerery or itinerary
time table or timetable
conferance or conference

3.1 8. Arrange in correct form the following information to be used as itinerary:

a. Tuesday -- April 20 at 5 P.M. leave office for Cleveland (Hopkins Airport)
b. Tuesday -- April 20 at 6 P.M. leave on American Airlines for New York (#358)
c. Tuesday -- April 20 at 7 P.M. arrive in New York -- La Guardia Airport.

STUDENT EVALUATION (Con't)

4.1 9. Type an expense report on the form provided. Use the following information:

a. Room -- $14 (for each night: Wed., Thurs., and Fri.)
b. Car -- $35 (for all three days -- $11 Wed., $10 Thurs., $14 Fri.)
c. Meals and tip -- Thurs., - $8.00
-- Wed. - 10.00
-- Fri. - 9.00
d. Airplane trip -- $90.00

EXHIBIT E (b)

STUDENT EVALUATION KEY

1.1 1. The career opportunities in travel: Travel agent -- makes reservations and plans for tours and individuals.

Executive secretary -- does important work for boss including travel arrangements, expense reports, and itineraries.

1.2 2. I would recommend traveling on TWA because of the time involved and the cost is only $10 more than by train which would take several hours longer, and they also have more flights available which could be more convenient for the sales manager.

1.3 3. He will arrive in Hawaii at 3 P.M.

1.4 4. a. The information given in the Hotel and Motel Redbook: name, address, name of manager, telephone number, rates for rooms, and what kind of plan -- European or American.

b. The information that would be needed in order to make a reservation:
1. kind of room desired, type of accommodations, rate preferred, number of people, date and time of arrival, date and time of departure, and request for confirmation.

c. A travel agency is willing to make travel arrangements free because the fee is paid for by the transportation company with which it makes the reservations.

1.5 5. See letter (Exhibit B).

1.6 6. Newporter Inn
1107 Jamboree Road
Newport Beach, CAlifornia

2.1 7. alternative, foreign, itinerary, timetable, conference.

3.1 8. See form (Exhibit C).

4.1 9. See Form (Exhibit D).

APPENDIX C

CURRICULUM DEVELOPMENT TEAM

Session #1

Instructional Media Center
Orange Unified School District
370 North Glassell
Orange, California

Schedule	Activities	Expected Outcomes
January 17, 1973	1. Overall Outline 2. Synthesis of each occupational cluster must be completed by the fourth week.	1. Goal statement for each occupational cluster by level for Appreciation and Attitudes. 2. Each student will have a better understanding of the relationship between the curriculum and multi-media development. 3. Each student will have a better understanding of the format and the "plan of attack."

CURRICULUM DEVELOPMENT TEAM

Session #2

Curriculum Development Class
Orange County Consortium
Orange Unified School District
370 North Glassell
Orange, California

January 24, 1973

ACTIVITIES

1. ENROLLMENT - Make your personal check for the amount of $27.00 payable to Orange Unified School District.

2. Review Goal Statements for "Appreciations and Attitudes".

3. Each cluster group K - 14: Synthesize Goal Statements for remaining career elements.
   Elementary
   K - 3 (6 per cluster)
   4 - 6 (6 per cluster)
   7 - 9 (8 per cluster)
   10-12 (8 per cluster)

4. Review format and assignment for January 31, 1973.

EXPECTED OUTCOMES

TO THE TEAM MEMBER:

By the close of this session you will:

1.0 Have completed registration for enrollment in Course No. X491H California State University, Long Beach.

2.0 Have reviewed the Goal for the class.

3.0 Have reviewed the Goal Statements developed 1-17-73 (Appreciations and Attitudes)

4.0 Have synthesized the remaining Goal Statements.

5.0 Have received instruction on the format to be followed in Curriculum Development.

6.0 Have received the homework assignment due for January 31, 1973.

CURRICULUM DEVELOPMENT TEAM

Session #3

Curriculum Development Class
Orange County Consortium
Orange Unified School District
370 North Glassell
Orange, California

January 31, 1973

ACTIVITIES

1.0 Introduction of Guests - - - - - - Jack
Bonnie Rader, Career Education Specialist, Calif. State U., L.B.
Pat Hooper, Counseling Coordinator, Orange County Schools Office

2.0 Team Leader Assignments - - - - Larry
and Responsibilities
Take roll
Check completion of assignments
Phone calls

3.0 See "Expected Outcomes"- - - - - Ed

4.0 Learning Units (Appreciations & Attitudes) - - - - - - Tom

5.0 Course Assignments - - - - - - - Tom

6.0 Review, clarify and explain Rationale.- - - - - - - - - - - Tom

7.0 Filmstrip on Objectives - - - - Tom

8.0 Coffee Break - - - - - - - - - - Ed

9.0 Explanation of Objectives - - - Tom

EXPECTED OUTCOMES (OBJECTIVES)

TO THE TEAM MEMBER:

By the close of this session you will:

- select two learning units within your cluster;
- contact your team leader and report phone number to him/her;
- view slide/tape presentation on writing objectives;
- complete the objectives for your respective learning unit
- begin writing student performance objective and unit objective;
- complete enrollment for college credit

HOMEWORK ASSIGNMENT:

- Complete Format thru and including student performance objectives.

CURRICULUM DEVELOPMENT TEAM

Session #4

Curriculum Development Class
Orange County Consortium
Orange Unified School District
370 North Glassell
Orange, California

February 7, 1973

ACTIVITIES

1.0 Introduction of Guests, - - - - - - - Don
Agenda and Instructions
for evening - where groups
will meet

2.0 Explanation of Learning
Activities - - - - - - - - - - - - - - - Tom

3.0 Cluster group work on
individual units - - - - - - - - - - - All

(Assignments for Management Team)

Tom -- Fine Arts   Ed -- Consumer, H.Ec.
Don -- Com. & Media   Donna -- Bus. & Office
Larry -- Health

5:30-6:00 4.0 Grade Level Groups - - - - - - - - - - Don

6:15-6:25 5.0 Coffee Break

6:25-7:00 6.0 Return to Cluster groups to continue work

Sub Activities:

4:00-4:30 Media Specialist and counselors talk
to each cluster group for 5 minutes.

Please, No Smoking in Large Group!

EXPECTED OUTCOMES (OBJECTIVES)

By the close of this session you will:

- complete all learning activites of one unit
- understand the role of the counseling component and the counselors assigned to each cluster.
- understand interface between the Curriculum Team and the Media Specialist.
- understand homework assignment for the 5th class session (completing learning activities for 1 unit)
- maintain a three-hole folder that will include the following:

    Dr. Kenneth Hoyt's speech
    Format for Curriculum Development
    Curriculum Team assignment
    Team members' telephone list
    Individual assignments
    OUSD Goal Statements
    . . . . plus other pertinent information.

- understand and begin to relate the OUSD Goal Statements to work on the Curriculum Development.

NOTICE: IMC CONFERENCE ROOM MUST BE CLEARED AT 7 P.M. SHARP
THIS EVENING, DUE TO A BOARD MEETING HERE AT 7:30 P.M.

THANK YOU!

CURRICULUM DEVELOPMENT TEAM

Session #5

Instructional Media Center
Orange Unified School District
370 North Glassell
Orange, California

February 14, 1973

ACTIVITIES

4:00-4:15 1.0 Group Instructions - - - - - Donna

4:15-5:30 2.0 Cluster Group Work on individual units.

6:00-7:00 3.0 Exchange Units for refinement - - - - - - - Management Team

(Assignments for Management Team)

Jan -- Fine Arts
Larry -- Côm. & Media
Don -- Health
Tom -- Consum.H.E.
Donna -- Bus. & Off.

EXPECTED OUTCOMES (OBJECTIVES)

By the close of this session you will:

1.0 have submitted first unit (typed) through "learning activities" to manager.

2.0 have completed a "Media Needs" form attaching it to copy of first unit, and submitted to manager.

3.0 have exchanged units for refinement with person assigned by manager.

HOMEWORK ASSIGNMENT:

By February 21 at 4:00 P.M. the first unit must be completed and ready for submission.

NOTICE: PLEASE, NO SMOKING IN LARGE GROUP!

PLEASE DISPOSE OF COFFEE CUPS AND REPLACE FOLDING CHAIRS!

THANK YOU SO MUCH FOR YOUR CO-OPERATION ON THESE MATTERS!

Session #6

CURRICULUM DEVELOPMENT TEAM

Orange High School
525 N. Shaffer
Orange, California

February 21, 1973

ACTIVITIES

4:00-4:10	1.0	Roll and Submission of 1st unit.
4:10-5:00	1.0	Cluster Group Instruction - by management and team leader.
5:00-7:00	2.0	Cluster Group Work on Individual units.

(Assignments for Management Team)

Jan -- Fine Arts	Tom -- Consumer H.E.
Larry -- Com. & Media	Donna -- Bus. & Off.
Don -- Health	

EXPECTED OUTCOMES (OBJECTIVES)

By the close of this session you will:

1.0 have received information on the needs assessment to be used in curriculum units.

2.0 have received word lists for cognitive, affective, and psychomotor domains.

3.0 have received deadline dates for second and third units.

HOMEWORK ASSIGNMENT:

Continue work on second unit.
2nd unit due: March 14th
3rd unit due: April 4th

NOTICE: PLEASE SMOKE OUTSIDE OF CLASSROOMS.

PLEASE STRAIGHTEN OUT YOUR CHAIRS.

THANK YOU SO MUCH FOR YOUR CO-OPERATION ON THESE MATTERS.

CURRICULUM DEVELOPMENT TEAM

Session #7

Orange High School
525 N. Shaffer
Orange, California

February 28, 1973

ACTIVITIES

4:00 - 4:30 1.0 Roll and general instructions for evening

4:30 - 7:00 2.0 Individualized critique by Management Team of each person's unit

(Assignments for Management Team)

Jan -- Fine Arts
Larry -- Com. & Media
Don -- Health
Tom -- Consum. H.E.
Donna -- Bus. & Office

EXPECTED OUTCOMES (OBJECTIVES)

By the close of this session you will:

1.0 have reviewed instruction on procedures on modification of unit,

2.0 have refined your unit to meet acceptable form,

3.0 be prepared to continue work on additional units.

HOMEWORK ASSIGNMENT:

Continue work on second unit.
2nd unit due: March 14th
3rd unit due: April 4th

NOTICE:

PLEASE DO NOT SMOKE IN CLASS GROUPS!

PLEASE REPLACE FOLDING CHAIRS!

PLEASE BRING MATERIALS FOR UNIT DEVELOPMENT.

ATTENDANCE IS EXPECTED FROM 4 to 7 P.M.

Thank you so much for your co-operation in these matters!

CURRICULUM DEVELOPMENT TEAM

Session #3

Orange High School
525 N. Shaffer
Orange, California

March 7, 1973

ACTIVITIES

4:00 - 5:00 Roll and general instructions on materials passed out.

5:00 - 7:00 Individualized critique of each person's unit by management team member.

Assignments for Management Team:

Fine Arts -- Jan
Com. & Media -- Larry
Health -- Don
Consum. H.E. -- Tom
Bus. & Office -- Donna

NOTICE:

PLEASE DO NOT SMOKE IN CLASS GROUPS!

PLEASE REPLACE FOLDING CHAIRS!

PLEASE BRING MATERIALS FOR UNIT DEVELOPMENT.

ATTENDANCE IS EXPECTED FROM 4 to 7 P.M.

Thank you so much for your co-operation in these matters!

EXPECTED OUTCOMES (OBJECTIVES)

By the close of this session you will:

1.0 have received bibliographical information for copyright purposes.

2.0 have received a cluster breakdown sheet of various occupations.

3.0 have received instructions for coding unit objectives - student performance objectives - learning activities - and test items.

4.0 have received a unit checklist to follow for unit development

5.0 have received instruction on procedures for modification of your units

6.0 have signed the matrix for development of the third unit.

HOMEWORK ASSIGNMENT: Your second unit is due next week. Bring materials for work on your third unit.

2nd unit due: March 14th
3rd unit due: April 4th

CURRICULUM DEVELOPMENT TEAM

Session #9

Orange High School
525 N. Shaffer Avenue
Orange, California

March 14, 1973

ACTIVITIES

4:00 - 4:15 Roll and submission of second unit and Multi-Media forms.

4:15 - 6:00 Review refinement and individualized critique of each person's unit.

6:00 - 7:00 Meet in respective grade level groups for articulation.

Don - K - 3 (Meet in north end of cafeteria)

Larry - 4 - 6 (Meet in south end of cafeteria)

Jan - 7 - 9 (Meet in Library)

Tom - 10-12 (Meet in Library)

Donna - 13-14 (Meet in 602)

Assignments for Management Team:

Fine Arts -- Jan
Com. & Media -- Larry
Health -- Don
Consum. H.E. -- Tom
Bus. & Office -- Donna

EXPECTED OUTCOMES (OBJECTIVES)

By the close of this session you will:

1.0 have received instruction on procedures for modification of your units.

2.0 have submitted your 2nd unit.

3.0 have submitted your multi-media forms

4.0 have received articulation within your grade level for all five clusters.

HOMEWORK ASSIGNMENT: Continue work on refinements and 3rd unit.

Third Unit is due on April 4th.

NOTICE:

PLEASE DO NOT SMOKE IN CLASS GROUPS!

PLEASE REPLACE FOLDING CHAIRS!

PLEASE BRING MATERIALS FOR UNIT DEVELOPMENT.

ATTENDANCE IS EXPECTED FROM 4 TO 7 P.M.

Thank you so much for your co-operation in these matters

CURRICULUM DEVELOPMENT TEAM

Session #10

Orange High School
525 N. Shaffer Avenue
Orange, California

March 21, 1973

ACTIVITIES

4:00 - 4:05 Roll and collect refined units.

4:05 - 5:00 Explanation of Multi-Media sheets and collect new Media sheets.

5:00 - 7:00 Review refinement for each person's 2nd unit.

__ASSIGNMENTS:__

Fine Arts: Jan (Business: Sybil Eddins)
(Henry Enriquez)
(Lee Humphrey)
(Lori Juan)

Comm. & Media: Larry
(Business: William Noble)
(Glenda Razor)
(Suzanne Robert)
(Patricia Sassone)

Health: Dan (Business: Betty Smith)
(Tom Welsh)
(Lue Allred)
(Ruth Beamer)

Consumer H.E.: Tom
(Business: Roy Meade)
(Karen Moore)
(Dick Zaydel)

EXPECTED OUTCOMES (OBJECTIVES)

By the close of this session you will:

1.0 have received instruction on procedures for modification of your units.

2.0 have received instruction on Multi-Media need sheet.

3.0 have submitted your Multi-Media forms

4.0 have received articulation within your grade level for all five clusters.

HOMEWORK ASSIGNMENT: Continue work on refinements and third (3rd) unit.

Third Unit is due on April 4th.

__NOTICE:__

__PLEASE__ DO NOT SMOKE IN CLASS GROUPS!

__PLEASE__ REPLACE FOLDING CHAIRS!

__PLEASE__ BRING MATERIALS FOR UNIT DEVELOPMENT.

ATTENDANCE IS EXPECTED FROM 4 TO 7 P.M.

Thank you so much for your co-operation in these matters!

CURRICULUM DEVELOPMENT TEAM

Session #11

Orange High School
525 N. Shaffer Avenue
Orange, California

March 28, 1973

ACTIVITIES

4:00 - 4:05 Roll and collect refined units.

4:05 - 7:00 Review refinement for each person's 2nd unit, and see the counselor for activity development.

ASSIGNMENTS:

Fine Arts: Jan
Business: Sybil Eddins)
Henry Enriquez)
Lee Humphrey)
Lori Juan)

Comm. & Media: Larry
Business: William Noble)
Glenda Razor)
Suzanne Robert)
Patricia Sassone)

Health: Don
Business: Betty Smith)
Tom Welsh)
Lue Allred)
Ruth Beamer)

Consumer H. E.: Tom
Business: Roy Meade)
Karen Moore)
Dick Zaydel)

EXPECTED OUTCOMES (OBJECTIVES)

By the close of this session you will:

1.0 have received instruction on procedures for modification of your unit.

2.0 have contacted the counselor for aid in development of activities.

HOMEWORK ASSIGNMENT: Continue work on refinements and third (3rd) unit.

Third Unit is due on April 4th - Next Week:

NOTICE:

PLEASE DO NOT SMOKE IN CLASS GROUPS!

PLEASE REPLACE FOLDING CHAIRS!

PLEASE BRING MATERIALS FOR UNIT DEVELOPMENT.

ATTENDANCE IS EXPECTED FROM 4 TO 7 P.M.

Thank you so much for your co-operation in these matters!

CURRICULUM DEVELOPMENT TEAM

Session #12

Orange High School
525 N. Shaffer Avenue
Orange, California

April 4, 1973

ACTIVITIES

4:00 - 4:05 Roll and collect third (3rd) Units

4:05 - 7:00 (1) Review for refinement of 3rd Unit.

(2) Evaluation and Critique of 3 units in your cluster which are NOT your own. (See unit rating sheet for instructions).

ASSIGNMENTS:

Fine Arts:	Jan	Business:	(Sybil Eddins (Henry Enriquez (Lee Humphrey (Lori Juan
Comm. & Media:	Larry	Business:	(William Noble (Glenda Razor (Suzanne Robert (Patricia Sassone
Health:	Don	Business:	(Betty Smith (Tom Welsh (Lue Allred (Ruth Beamer
Consumer H.E.:	Tom	Business:	(Roy Meade (Karen Moore (Dick Zaydel

EXPECTED OUTCOMES (OBJECTIVES)

By the close of this session you will:

1.0 have submitted your 3rd Unit.

2.0 have received instruction on procedures for modificaition.

3.0 have contacted the counselor for aid in develop ment of activities.

4.0 have evaluated and critiqued 3 units in your cluste group.

5.0 have submitted your 3 unit-rating sheets to your cluster leader.

HOMEWORK ASSIGNMENT: Continue work on refinements, quali and copies to be submitted April 11th.

NOTICE:

PLEASE DO NOT SMOKE IN CLASS GROUPS!

PLEASE REPLACE FOLDING CHAIRS!

PLEASE BRING MATERIALS FOR UNIT DEVELOPMENT.

ATTENDANCE IS EXPECTED FROM 4 TO 7 P.M.

Thank you so much for your cooperation in these matters!

CURRICULUM DEVELOPMENT TEAM

Session #13

Orange High School
525 N. Shaffer Avenue
Orange, California

April 11, 1973

ACTIVITIES

3:30 - 3:35 Roll and collection of refined 3rd units.

3:35 - 6:00
(1) Review for refinement - 3rd units.
(2) Refinement using Unit Rating forms attached to your 1st and 2nd units.

(3) Fill out reaction sheet by Tadlock Associates.

ASSIGNMENTS:

Fine Arts: Jan — **Business:** (Sybil Eddins
(Henry Enriquez
(Lee Humphrey
(Lori Juan

Comm. & Media: Larry — **Business:** (William Noble
(Glenda Razor
(Suzanne Robert
(Patricia Sassone

Health: Don — **Business:** (Betty Smith
(Tom Welsh
(Lue Allred
(Ruth Beamer

Consumer H.E.: Tom — **Business:** (Roy Meade
(Karen Moore
(Dick Zavdel

EXPECTED OUTCOMES (OBJECTIVES)

By the close of this session you will have:

1.0 refined 3rd unit.

2.0 modified units 1 & 2 based on suggestions that were indicated on Unit Rating form.

3.0 completed the reaction sheet by Tadlock Associates.

4.0 submitted all three units to cluster leader for final check of completion by assigned tasks.

NOTICE:

PLEASE DO NOT SMOKE IN CLASS GROUPS!

PLEASE REPLACE FOLDING CHAIRS!

PLEASE BRING MATERIALS FOR UNIT DEVELOPMENT.

ATTENDANCE IS EXPECTED FROM 4 TO 7 P.M.

Thank you so much for your cooperation in these matters!

APPENDIX D

THE PAGES (PP. 144 – 165)
~~THIS PAGE~~ WAS MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

GUIDANCE COMPONENT

Grades 7 - 9

APPRECIATIONS AND ATTITUDES

GOAL: 1.0 Individuals differ in their interests, aptitudes, abilities, values, and attitudes, and this affects their job choices, their life styles, and job satisfaction.

SUB GOALS:

1.3 a To appreciate various forms of human endeavor and work.

1.3 b To realize that the individual's decisions affect his life style.

OBJECTIVE:

1.3 a.1 Seventh grade students will name at least two endeavors at his junior high school that he feels are worthwhile.

ACTIVITY:

1.3 a.1.1 Orientation day in English class--counselor-led---with slide program showing school personnel and activities. Also, student speakers will be representing various clubs and activities. They will discuss endeavors of the clubs and the individual members.

OBJECTIVE:

1.3 a.2 Seventh grade students will describe at least three previously unexplored activities that fellow classmates are engaged in outside of school that he feels are valuable.

ACTIVITY:

1.3 a 2.1 Get-acquainted session in classroom at the beginning of the year; divide into small groups of six. Pair off and interview each other on name, family, outside activities, etc. Then go back to group of six and introduce partner.

OBJECTIVE:

1.3 a.3 Ninth grade students will identify three career areas which could provide individual personal fulfillment.

RESOURCES:

Student preparation of a list of ten basic needs and a list of personal needs for self-fulfillment. Comparison of attitude profile with the list of personal needs and man's basic needs.

S.R.A. WORK KIT:

Value Inventor (Myers Briggs) Work Values, Personal Values
O.V.I.S.
S.A.A.S.
Moslow, New Knowledge in Human Values
Varenhorst, Life Career Game Kit.

OBJECTIVE:

1.3 a.4 Ninth grade students will have knowledge of six careers that could provide individual personal fulfillment and create scrapbooks demonstrating their appreciation for six valued forms of human endeavor.

RESOURCES:

Work Kit
V.I.E.W.
Job Briefs
Job Experience Kits
Jobs
Taped Interviews
Guest Speakers

OBJECTIVE:

1.3 b.3 Ninth grade students will state at least two important contributions to society that each of two occupations could make to him at some time in his life.

ACTIVITY:

1.3 b.3.1 Hear career speakers (include in format for speakers; how they contribute to society through their work).
a. Parents
b. Community Resources
(See Appendix A)

OBJECTIVE:

1.3 b.1 Seventh grade students will be conscious of the fact that the decisions he makes on his electives for the following year will affect his lifestyle.

ACTIVITY:

1.3 b.1.1 Counselors will visit history classes to discuss registration for next year. There will then be a panel discussion of several eighth grade students who have different patterns of electives. The students will describe their elective patterns and discuss the effects of the elective choices on their lifestyles. This panel discussion could be video-taped in advance.

OBJECTIVE:

1.3 b.2 Eighth grade students will be conscious of the fact that the decisions he makes on his electives for the following year will affect his lidestyle.

ACTIVITY:

1.3 b2.1 Counselors will visit history classes to discuss registration for next year. Ninth grade students who have chosen various patterns of electives will speak. Or-----panel discussion (could be video-taped).

OBJECTIVE:

1.3 b.4 Ninth grade student will choose one decision he made today and one critical decision he made in the past year which affected his lifestyle. The student will make a statement in each case as to how he perceives the effect on his lifestyle.

ACTIVITY:

1.3 b.4.1 Decision-making unit: discussion--definition of decision, definition of critical decision, definition of lifestyles, discussion. The decision-making unit will be made up of selected parts of Deciding, by Gelett, Varenhorst, and Carey. It can be presented in English class over a five-day period. The counselor should train teachers in the use of the material. (See Appendix A)

GUIDANCE COMPONENT

Grades 7 - 9

SELF-AWARENESS

GOAL: 2.0 The understanding, acceptance, and development of self is a lifelong process and is constantly changed and influenced by life experiences.

SUB GOAL: 2.3 To develop self-perception of abilities, interests, and values as related to "where I am compared to where I want to be."

OBJECTIVE:

2.3.1 The student will identify two personal characteristics of his own which he values. He will identify one characteristic which he wants to change or improve upon.

ACTIVITIES:

2.3.1.1 Small group discussion (using Magic Shop from *Group Leader's Manual* by Bates and Johnson if desired); setting of goals at end: one change student will make in self; how.

2.3.1.2 Self-appraisal Assessment---call in students.

2.3.1.3 Small group: present list of adjectives (characteristics); each choose two or more that he possesses and values and select one to work on. Discuss together. Set specific objective on a behavior to work on during the following week (which is related to the characteristic he wants to improve on or gain). Report to the group the following week.

OBJECTIVE:

2.3.2 The student will identify at least one area of strong aptitude.

ACTIVITY:

2.3.2.1 Interpretation of Differential Aptitude Test by counselors. Counselor-led discussion on other aptitudes not represented on the test which students may possess.

OBJECTIVE:

2.3.3 The student will identify two areas of achievement, two interests, and two values of his own.

ACTIVITIES:

2.3.3.1 Interpretation of Tests of Academic Progress and Ohio Vocational Interest Survey.

GUIDANCE COMPONENT

Grades 7 - 9 (Con't)

2.3.3.2 Decision-making unit in English class (See 1. 3 b.4.1)

2.3.3.3 (See 1.3 b.4.1)

2.3.3.4 (See 1.3 b.4.1)

OBJECTIVE:

2.3.4 The students will identify at least two fellow classmates whose achievements, interests, and/or values are different from his own.

ACTIVITY:

2.3.4.1 Small groups comparing scores after interpretation of TAP and OVIS.

OBJECTIVE:

2.3.5 The student will name at least one ability, one interest, and one value he wants to cultivate in the future.

ACTIVITIES:

2.3.5.1 Charades (acting out the ability the student wants to cultivate--guesses what the ability is).

2.3.5.2 Role-play having already cultivated the interest, and/or value.

2.3.5.3 Discussion on values and private commitment to a value during decision-making unit. (See 1.3 b.4.1)

OBJECTIVE:

2.3.6 Ninth grade students will be able to state ten interests as they relate to two actual career cluster requirements.

RESOURCES:

OVIS administration and group guidance discussion with a counselor for one hour.

SAAS administration and small group discussion for thirty minutes with a counselor. Students will be divided into small groups and report orally about which interests relate to two career clusters.

BOOKS:

Randolph and Howe, Self-Enhancing Education.
Reichert, Self Awareness Through Group Dynamics.
Super, Stariskersky, Matlin, Jordoon, Career Development:Self-Concept Theory.

FILMSTRIPS:

"Who Are You?"
"What Do You Like To Do?"
"What Are Job Families?"

GAMES:

Sunshine; Match wits Value Game; Can of Squirms

OBJECTIVE:

2.3.7 Ninth grade students will understand that a change in interest can be anticipated with broadening experiences, by discussing orally how interests have changed since kindergarten and stating two interests which have been influenced by broadening educational experience.

RESOURCES:

Group discussion.
SRA Discovering Yourself: (This helps develop a concept of self with self-appraisal charts, quizzes, examples. Lists of books, films and group activities to aid the ninth grade students discussions).
Menninger, All About You, (illustrable)

OBJECTIVE:

2.3.8 Ninth grade students will comprehend the results of Ostrom's Self Awareness Scale after a one hour guidance meeting with a counselor by naming the best of eight fields and stating three reasons why the individual feels it is best.

RESOURCES:

Ostrom's Self Awareness Scale
Worth Waiting for Kit

GUIDANCE COMPONENT

Grades 7 - 9

DECISION-MAKING

GOAL: 3.0 Career planning should be a privilege and responsibility of the individual who recognizes the influence of living in a changing society.

SUB GOAL:

3.3 To utilize the decision-making process in selecting career clusters to explore and in selecting the following year's course of study.

OBJECTIVE:

3.3.1 The students will decide upon a specific grade point average he will strive to obtain.
The student will than set a goal as to the amount of study time required daily to obtain this grade point average.

ACTIVITY:

3.3.1.1 In a classroom, four to six weeks after school opens, (possibly English or history) counselor will show transparencies on explanation of grade point average (how it is figured, what it takes to make first and second honor roll), how to study, and planning of study time.

OBJECTIVE:

3.3.2 The student will list the following factors he should consider in making educational decisions:

1. His own abilities, interests, values
2. Information on alternatives
3. Goals: short and long-range
4. Consequences

ACTIVITY:

3.3.2.1 Discussion on factors to consider in educational planning. Read various hypotheical situations of students. Have work sessions in small groups—each group will come up with statements as to how each hypothetical student should plan for the future (what information to gather, how to gather it, considerations involved, etc.). Read the following situations as to the class:

1. Joe is in the eighth grade. He hasn't given much thought to what he will do after high school. When he was asked about his plans, he said he might like to go to college, but he was not sure that he could. He also said that he might like to go into electronics work.
   a) What subjects should he take?
   b) What school activities?
   c) How would you advise him? (Class satisfied with this advice).
   d) What do we know about Joe?
   e) What more would we like to know about him?

2. Carol is in the seventh grade. She says that she would like to be a homemaker, nurse or secretary. She is wondering about what subjects to take next year.
   a) What kinds of information does she need?
   b) What questions should she ask and of whom?

3. Other situations with questions to be answered.

OBJECTIVE:

3.3.3 The student will list at least three of the following as facets of decision-making: values, alternatives, information, willingness to risk, and strategy.

ACTIVITY:

3.3.3.1 Decision-making unit (See 1.3 b.4.1)

OBJECTIVE:

3.3.4 The student will apply the decision-making process to selection of courses of the following year.

ACTIVITIES:

3.3.4.1 Interpretation of testing; decision-making unit (See 1.3 b.4.1) including study and discussion of values, alternatives, willingness to risk, and strategy; having students from the high school talk on various elective areas.
Select program after considering the above.

OBJECTIVE:

3.3.5 The student will name two job clusters he is interested in exploring.

ACTIVITIES:

3.3.5.1 Interpretation of the Ohio Vocational Interest Survey. Decision-making unit (See 1.3 b.4.1).

3.3.6 Ninth grade students will decide upon two career clusters choices for investigation.

RESOURCES:

BOOKS: Osipow, Theories of Career Development
SRA, What to do After High School
Graduate and Professional Schools
Opportunities for Minorities Students, (Information Services, Educational Testing Service,, Princeton, N.J. 08540.)
Kosuch and Miltenburger, Teaching for Career Decision-Making

FILMS: "Opportunity Everywhere," 8mm/color/11 minutes

FILMSTRIPS: "Preparing for the World of Work."
"Choosing Your Career."
"What You Should Know Before You Go To Work."

KITS: DUSO Kit
Bowmar, A Direction for Tomorrow (seven multimedia kits; each contains six filmstrips and cassettes.)

GUIDANCE COMPONENT

Grades 7 - 9

EDUCATIONAL AWARENESS

GOAL: 4.0 Knowledge and skills in different subjects relate to performance in different work roles.

SUB GOAL:

4.4 To identify and understand values and skills as they relate to life-styles.

OBJECTIVE:

4.4.1 The student will be able to describe at least four different student life-styles.
The student will identify his own life-style.

1. Frequently absent; doesn't make up work missed; dislikes school; not involved; loses materials.
2. Just gets by; doesn't participate orally in most classes; misbehaves sometimes; enjoys time out of school.
3. Average grades; one activity; has a few good friends.
4. Average grades; popular with fellow-students; dresses cleanly and in style.
5. Very involved; good grades; does all homework.

ACTIVITY:

4.4.1.1 Kiehler-King-Sullivan checklist will be given to the students to determine their student life-style. Checklist will be scored. Student will study his own life-style and other life-styles on K-K-S student life-style sheet. Student will name one value and one skill involved in his life-style. Also student will state whether or not he would like to move to a different student life-style. If he would, he will state which life-style he prefers and name at least one step he will take to progress toward that life-style. (See Appendix B)

OBJECTIVE:

4.4.2 Same as seventh grade.

ACTIVITY:

4.4.1.2 Same as 4.4.1.1
Evaluate change, comparing last year's to this year's.
Set goal for next year.

GUIDANCE COMPONENT

Grades 7 - 9 (Con't)

OBJECTIVE:

4.4.3 The student will describe three different life-styles and will relate two skills and two values involved in each career.

ACTIVITIES:

4.4.3.1 Interview with adults

4.4.3.2 Field trip to career areas

4.4.3.3 Discussion of various life-styles and skills and values involved in each

OBJECTIVE:

4.4.4 Ninth grade students will meet in guidance groups at least three times to discuss master academic high school programming for their individual chosen career cluster and make tenative programs.

RESOURCES:

Student Handbook
Course description on handbook
Task Force on High School Redesign, Toward the 21st Century
SRA, My Educational Plans (Self appraisal inventories help high school students plan a realistic high school program.)
SRA, Vocational Planning Inventory

GUIDANCE COMPONENT

Grades 7 - 9

CAREER AWARENESS

GOAL: 5.0 The student will understand the job families and career clusters classifications. Following this, the student should accept the responsibility of making career choices affecting his own destiny based upon his knowledge of self, knowledge of the world of work, and correlation of his potential with limiting factors in his environment.

SUB GOAL:

5.3 To survey career clusters based on understanding of interests, values, and abilities.

OBJECTIVE:

5.3.1 The student will compare his interests with those of at least four other students.

ACTIVITY:

5.3.1.1 Get acquainted session in a class at beginning of school year. Divide into small groups---introduce selves; name, elementary school attended, family, interests.

OBJECTIVE:

5.3.2 The student will know how to explore career clusters at his own school.

ACTIVITY:

5.3.2.1 Tour of mini-guidance center by counselor. Students will be introduced to clusters. Each student will be encouraged to explore a cluster he is interested in. (Use of Kiehler-King-Sullivan Dart Board portraying career clusters):

Six students will be chosen to throw a dart at the K-K-S Career Cluster Dart Board. The counselor will name the cluster each student's dart landed on, and will ask that student whether he would like to explore that cluster. Point: It does not usually work to choose at random a cluster to explore. Begin by looking at interests and relate to clusters. The counselor will then help students to identify a cluster they would be interested in exploring. The counselor will also mention the Ohio Vocational Interest Survey to be given the following year to help determine occupational interests.
(See Activity 6.3.3.1 which can be combined with this visit to the guidance center).

GUIDANCE COMPONENT

Grades 7 - 9 (Con't)

OBJECTIVE:

5.3.3 The student will name three job clusters he is interested in exploring.

ACTIVITY:

5.3.3.1 Interpretation of testing: TAP And OVIS. Decision-making unit (See 1.3 b.4.1)
Exploration through SRA Occupational Exploration Kit and Job Family Service Booklet - Occupational Exploratory Kit - Large Desk Top Kit - Film Loops.

OBJECTIVE:

5.3.4 Ninth grade students will be able to assess and relate their values to the twelve career clusters.

RESOURCES: Use of the following games in small groups: TIMAO; CRUEL; CRUEL WORLD; MY CUP RUNNETH OVER; BECOMING AWARE OF VALUES; A RESOURCE GUIDE IN THE USE OF VALUES GAME; VALUE BINGO; MATCH WITS; THE UN GAME.

BOOKS: Brayer and Cleary, Valuing in the Family, A Workshop Guide for Parents.
Blanchette, Arnspigu, Bill, Rucher, The Herman Value Series.
Maslow, New Knowledge in Human Values.
Simon, Howe, Kirskenbaum, Values Clarification, A Handbook of Practical Strategies for Teachers and Students.

KITS: Valuing: Exploration and Discovery - Hall
Dimensions of Personality; Search for Values, (program)
Value Inventory (Myers Briggs) Work Values, Personal Values

FILMSTRIPS: "Preparing for the World of Work."

OBJECTIVE:

5.3.5 Ninth grade students will be able to state four abilities required for five career clusters.

RESOURCES: Teacher/Counselor presentation of occupational clusters from Ohio State Occupational Cluster model.

Student composite list on wall chart of common abilities necessary for occupational clusters.

Job Experience Kit

GUIDANCE COMPONENT

Grades 7 - 9 (Con't)

U. S. Department of Labor:
Counselor's Desk Aid (Eighteen basic vocational directions.)

FILMSTRIPS:
"Choosing your Career"
"What You Should Know Before You Go To Work"

PAMPHLETS:
U. S. Department of Labor
"Biology and Your Career"
"English and Your Career"
"Foreign Languages and Your Career"
"Science and Your Career"
"Social Science and Your Career"
"Thinking of an Office Job?"
"Your Job as a Repairman or Mechanic"

OBJECTIVE:

5.3.6 Ninth grade students will explore three career clusters in depth on a contact basis for a minimum of six weeks, one hour per day.

RESOURCES:
Career Development Center
Career Guidance Center
Dictionary of Occupational Titles
V.I.E.W.

Administration and discussion of J.O.B.
Filmstrip: "What Are Job Families?"
Making of slides of various career clusters
Reading, discussion and answering of questions on Investigation of Occupation Groups.
Outside speakers from community.

SRA HANDBOOK OF JOB FACTS
Variable credits will be awarded

OBJECTIVE:

5.3.7 Ninth grade students will be able to list individual highest interests (three) as determined by an interest inventory and give an example of that occupational interest area.

RESOURCES:
Ohio Vocational Interest Survey
Group guidance by counselor for one hour after the interest survey has been conducted.
Dictionary of Occupational Titles
D.O.T. Files

GUIDANCE COMPONENT

Grades 7 - 9

ECONOMIC AWARENESS

GOAL: 6.0 To gain a basic knowledge of economics including an awareness of the fact that specialization creates an interdependent society, and to realize that when a job is not totally fulfilling to a worker, one may seek greater satisfaction from other facts of his life.

SUB GOAL:

6.3 To understand the management of finances and economics potential as related to career clusters.

OBJECTIVE:

6.3.1 The student will evaluate the effect that one worker's salary has on his life-style.

ACTIVITY:

6.3.1.1 Introduction to socio-economic levels and jobs within by teacher or counselor. Introduction to interviewing techniques. Each students will interview one worker (possibly a neighbor) from one socio-economic level to determine:

1. Education - training required for job
2. Salary
3. Professional dues and expenses
4. Re-training
5. Promotions-raises: amount, frequency
6. Favorite recreations
   a. in home
   b. outside of home
7. Regular services used in the management of the home (gardener, housekeeper, spring water delivery, etc).

Discussion and comparison of findings.

GUIDANCE COMPONENT

Grades 7 - 9

SKILL AWARENESS

GOAL: 7.0 The student will establish relevance between academic courses and occupational roles and will understand that both classifications and levels of occupations affect leisure time activities.

SUB GOAL:

7.3 To be aware of the necessity to develop and use skills in career choices and leisure time activities.

OBJECTIVE:

7.3.1 The student will state one skill he uses in his work; one he uses in his leisure.

ACTIVITY:

7.3.1.1 Discussion of skills and values as related to career clusters What's My Line? game. Focus in on the careers through questions on values, skills, etc. Some questions should be prepared in advance. Relate to the present. What skills do you use now in school and in leisure? Discuss

OBJECTIVE:

7.3.2 The student will state at least two tools he has learned to use in homemaking or industrial arts. He will state one occasion (in a job, home, or leisure) on which he can use each tool.

ACTIVITY:

7.3.2.1 Homemaking and industrial arts discussions------quiz.

OBJECTIVE:

7.3.3 The student will name two skills necessary in each of two careers and/or career clusters.

ACTIVITY:

7.3.2.2 Career speakers (necessary skills to be included in their format of what areas to cover during talk).

OBJECTIVE:

7.3.4 Ninth grade students will recognize and be able to list the current educational requirements for one career area.

RESOURCES:

D.O.T.
D.O.T. files
Occupational Outlook Handbook
Department of Labor
Department of Human Resources Development
Career Counseling Center
SRA Occupational Exploration Kit

GUIDANCE COMPONENT

Grades 7 - 9

EMPLOYABILITY SKILLS

GOAL: 8.0 The student will learn about the many training routes available for a variety of possible occupational choices.

SUB GOAL:

8.3 To understand the personal and social interaction skills necessary to acquire, maintain and progress in employment.

OBJECTIVE:

8.3.1 The student will list five resources for finding a job.

ACTIVITY: Watching slide series: "How to Find a Job" by discussion on skills involved in acquiring a job: knowing resources, how to approach and utilize them?

OBJECTIVE:

8.3.2 The student will practice social interaction skills.

ACTIVITIES:

8.3.2.1 Group counseling

8.3.2.2 Learning Discussion Skills Through Games, by Gene Stanford, to teachers. This book includes activities which help students develop interaction skills which the counselor will introduce.

OBJECTIVE:

8.3.3 The student will list at least five personal and social interaction skills necessary for maintaining and progressing in employment.

ACTIVITIES:

8.3.3.1 Slide program

8.3.3.2 Work Experience student speakers from the high school who will explain the personal and social interaction skills used on their jobs.

GUIDANCE COMPONENT

Grades 7 - 9 (Con't)

OBJECTIVE:

8.3.4 The student will participate in a problem-solving conference.

ACTIVITIES:

8.3.4.1 Discussion using Critical Incidents.

8.3.4.2 Discussion using Dale Carnegie Course method of problem-solving in a group; (statement of problem, causes, possible solution, best solution). Possible topics: littering of campus, lack of participation in class, etc.

8.3.4.3 Discussion using methods in Gene Stanford's Learning Discussion Skills Through Games.

OBJECTIVE:

8.3.5 The student will state that listening to others, and participating in discussions is important in careers.

ACTIVITIES:

8.3.5.1 Discussion on application of problem-solving and listening skills in school, home and future careers.

8.3.5.2 Film loop which portrays use of listening and communication skills needed in careers.

OBJECTIVE:

8.3.6 The student will accurately paraphrase other students comments during a group discussion.

ACTIVITIES:

8.3.6.1 Discussion on good listening.

8.3.6.2 Discussion exercise in listening: having each student paraphrase previous comment before making his own comment. This could be done by a teacher in a regular discussion, or the counselor could lead a discussion in the classroom or in smaller groups.

GUIDANCE COMPONENT

Grades 7 - 9 (Con't)

OBJECTIVE:

8.3.7 Ninth grade students will recognize the need for personal grooming and appropriate dress in a variety of work environments and will demonstrate in writing their personal improvements after three one hour guidance sessions.

RESOURCES: Video Tape Recorder

SPEAKERS:

A local beautician on hair care and styling.
A local cosmetic sales person on make up and cleanliness.
The school nurse on diet and personal hygiene.
A fashion school representative on dress, posture and walking.

PAMPHLETS:

California Department of Human Resources Development
"How to Get and Hold the Right Job." (DE 6067)
"How to Prepare Yourself for Job Interviews." (DE 60337)
"Get That Job!" (DE 3718)
"Mini Guides." (DE 6245)
"Occupational Profiles"
"Job Finder Series"
"Labor Market Bulletins"

FILMS: Pan American World Airways "Look Right, Stay Sharp."

FILMSTRIPS: "What You Should Know Before You Go to Work."

OBJECTIVE:

8.3.8 Ninth grade students will list five personal and social skills that are needed for six career clusters.

RESOURCES: Role play examples of behaviors, attitudes and social skills which are appropriate and inappropriate to six career clusters.

One community speaker from each six career clusters to discuss personal and social skills needed.

Student Observation - participation interview in a job of their choice.

APPENDIX A

TO: Ninth Grade Teachers & Students

FROM: Mrs. King

SUBJECT: Ninth Grade Orientation to High School and Beyond

During the weeks of February 26 through March 2 and March 5 through 9, all ninth grade students will be involved in certain activities which are to help them consider opportunities for high school and careers. Rather than devoting any one full day to this project, we will spread the activities over the two-week period.

This is the plan:

Monday, February 26

Period 1: Assembly to begin project

February 26 - March 2

English classes: decision-making unit

March 2: students select subjects and careers to explore March 6 and 7

Wednesday, February 28 and Thursday, March 1

History classes: counselors interpret interest and achievement tests;
counselors distribute Orange High School materials.

Tuesday, March 6

Periods 1 and 2: speakers from Orange High on various elective areas;
students will select two areas of interest to explore.

Thursday, March 8

Periods 3 and 4: career speakers;
students will again choose two areas of interest.

Friday, March 9

English class: students will receive training on filling out job application and interviewing for first part-time job.

posttest

March 19-20

History classes: Orange High School counselors register students for tenth grade

Day 1 - Introduction to Unit

3 min. A. Take roll, pass out booklets

5 min. B. Explain rationale of unit:

1. Will be spending a week exploring decision making because we are about to decide on our course of study for high school. Many other decisions will follow, as there will be more choices, more freedom, etc.

2. Benefits, we hope, to you will be:
    a. more satisfying decisions
    b. more control over your own life - not depending on someone else to decide for you
    c. more freedom, because you are not afraid to look at new opportunities and alternatives and to decide on them

5 min. C. Decision - what is it? (Come up with an answer similar to: a choice between two or more possibilities.) What is one decision you made today?

5 min. D. "Let's take a look at one student's decisions."
Read together "Decide or Hang Loose."

10 min. E. Do Page 2 (alone or in pairs).

20 min. F. Discuss Page 2

1. What decision do you feel is most important? Why?

(48 min. total)

2. Least important? Why?

3. What makes a decision important? (long range effect, effect on others, etc. Be sure that the group mentions or figures out that each person's values determine which decisions he sees as critical.)

Day 2 - Values

5 min. A. Review: definition of decision
definition of values
concept that each person's values are different, as we found yesterday in determining Mike's most critical decision

10 min. B. Do Page 3 alone in class. (This information is private - can only be volunteered.)

10 min. C. Share and compare findings.

20 min. D. Page 4 - using values in making decisions - do together.

3 min. E. Identify two values from the above on Page 4.

(48 min. total)

Day 3 - Alternatives and Related Information

5 min. A. Define alternatives - importance of alternatives

15 min. B. Options: Pages 5-6 - Do together.

10 min. C. Important to consider alternatives you know and find more you don't know. Also important to find information about the alternatives.

Optional example to do together, using blackboard: Your parents do not like one of your friends.

Alternatives	Information Needed
1. Have family conference.	1. Mood your parents are in.
2. Talk to friend about what to say, how to act when at your home.	2. Whether or not your friend suspects your parents' attitude.
3. Look at your friend again to be sure your judgment is good.	3. What bugs your parents? What evidence is there?
4. ______________________________	4. ______________________________
5. ______________________________	5. ______________________________

5 min. D. Back to Page 6. What information would you need on these alternatives? (Make sure students bring up finding out about themselves---interests, abilities, etc.---as related to these alternatives.)

Where would you go for this information? (Parents, teachers, counselors, career speakers, school catalogs, etc.)

13 min. E. Risk taking - Page 7 (emphasis on relationship of value to the amount of risk one is willing to take)

(48 min. total)

Day 4 - Strategies

5 min. A. Review risk taking.

5 min. B. Study the four strategies at the top of Page 8.

15 min. C. Which of the four are these?

1. A student decides to earn money by taking an established paper route on salary rather than selling magazines on a commission basis. (safe)
2. A man decides to apply to become an astronaut when the chances of being selected are very small. He applies for no other program. (wish)
3. The manager of a baseball team tells his pitcher to walk the next batter intentionally. It is the last half of the ninth inning, score is tied, two out, no one on base. Batter leads league in home runs. (escape)
4. Do you have an example?

15 min. D. Other strategies - Page 8
What strategy is most common among ninth grade students? least common? easiest? best? Can you think of a decision making situation appropriate for impulsive? compliant? Which will you use in choosing tenth grade classes?

(40 min. total)

Day 5 - Wrap Up

5 min.	A.	Review three important factors in decision making:	values alternatives - information strategy
5 min.	B.	Review strategies.	
15 min.	C.	Page 9 - Fill in - add. (Beyond Portola - Information to Consider)	
15 min.	D.	Selection (application of decision making process) of Orange High School elective areas to explore on Tuesday, March 6 and career areas to explore on Thursday, March 8.	
(40 min. total)			

EVALUATION OF "BEYOND PORTOLA" PROJECT Name______________________________

Please place answers in blanks in front of the numbers, except for questions 4, 5, 6, 11, 12, 13:

_____ 1. I believe that the classes I choose at Orange High (a) are (b) are not related to my future after high school.

_____ 2. I (a) can (b) cannot name two of my highest occupational interests.

_____ 3. I (a) can (b) cannot name two of my highest values.

4. Two important things about myself that I must look at in considering careers are my ______________________ and ______________________.

5. The most interesting career I heard about was ______________________.

6. Something I remember about this career is that ______________________
____.

_____ 7. I feel (a) sure (b) pretty sure (c) unsure that I can apply for a job without making a big mistake.

_____ 8. I (a) can (b) cannot name two important things to consider in making decisions.

_____ 9. I (a) do (b) do not feel more confident about making decisions than I did three weeks ago.

10. Please rate the following activities of "Beyond Portola" as:
(a) very helpful (b) helpful (c) not so helpful

_____ a. opening assembly

_____ b. decision-making unit in English class

_____ c. interpretation of interest and achievement tests

_____ d. Orange High speakers on elective areas

_____ e. career speakers

_____ f. how to apply for a job

11. The best part of the project from the list in number 10 was ________________________. The least helpful part was
____.

12. The way this "Beyond Portola" project affected me is:
____.

13. A suggestion for next year's ninth grade project is:
____.

Decision Making Unit

Objectives

Following this unit, the student will:

1. be able to identify four personal values.
2. recognize that values play a large role in decision making.
3. recognize that alternatives and information about alternatives are important to consider in making a decision.
4. recognize that there is a relationship between risk taking and values in decision making.
5. be able to name at least four common decision making statements.
6. state the type of strategy he will use in deciding on tenth grade courses to take.
7. state that he feels more confident in his ability to make decisions.

Suggestions for Discussion Leaders

1. Arrange chairs in circle or facing each other in some manner.
2. Have a go-around, if possible, to get everyone involved. (Example: let everyone name one decision he made today.)
3. Clarify, summarize and point out the relationship between comments, but try not to judge them.
4. If you feel that students are not considering something important, ask them about it or mention it. Add personal comments where appropriate.
5. Try to get students to respond to one another. ("How do you react to that statement, Mark?") Note non-verbal reactions of one student to another so as to encourage verbal reaction. ("You seem to be agreeing (disagreeing) with Ted.")
6. If students do not seem to be listening to each other, have student paraphrase the previous comment before he can make his own comment. Perhaps if this is done for awhile, more accurate listening will occur.
7. Keep the booklets in the room until the project is completed.

To Decide or Hang Loose: The Question

The alarm goes off, bringing Mike out of dreams to the reality of another school day in April of his eighth grade. Ugh—the day of the math test, course registration day, and his speech in English class. "If I didn't brush my teeth or wash my face, I could have two more minutes in bed," Mike thought. But then he changed his mind, thinking about what he would be doing that day. After cleaning his teeth and face, he walked to the closet to select his shirt for the day. "This one won't make it with the kids in my class; this one won't please my English teacher who is judging my speech; this one won't pass my mother in the kitchen, but this one might please them all." So it went, as he brushed his hair, on the way to the kitchen.

If he didn't take time to eat anything, he would have some extra time to look over his math before his test. But he knew he never thought very well when his stomach was growling, so he grabbed some toast and orange juice before leaving for school.

First period he had his math test. This test would make the difference between a C or a B for this quarter, but he hadn't thought about that too much when he had time to study. Some of the questions were fairly easy. Some, he found, were tricky. Pete, the "brain" of the class, was sitting across the aisle from him, and his paper was exposed. Mike could see Pete's answer to that fourth problem, but looked away and continued working on it himself. Oh, well . . . he'd get the grade he deserved.

During his free period he decided to go to the counselor, instead of meeting with his friends. He had to make up his mind whether he would take shop next year or French. He had to decide by fifth period when he would be handing in his course registration sheet. Shop of the kind he wanted wouldn't be offered in high school, but French 1 would be harder if he waited to take it in the tenth grade, the counselor told him, adding that the decision was up to him. *Ya, gee . . . always up to me!* He already had a heavy academic load for next year, so he thought he would take the shop course.

Thinking that most of his decisions for the day were over, he went to English class, getting into the mood for his speech on drugs and teenagers. He had worked hard on it and had practiced on every member of his family. Then Miss Carroll announced that there was only time for three of the four speeches. She asked who would rather leave his until tomorrow. If Mike did, he would have still more time to practice, but if he didn't, he would worry about it that night. He told Miss Carroll he would like to give it that day.

At noon, some of his buddies wanted him to go to the park with them during lunch. Some others wanted him to play on the softball team. He wanted to do both, but he guessed he wanted to play ball more. He hoped he hadn't made his other friends mad.

When school was out he knew he had a science quiz the next day, a social studies report due in two days, and an invitation to play tennis with Bob—a great player—after school. He had promised his mother he would clean the garage and practice his trumpet today. So what was he going to do? Which was most important?

After dinner he had a phone call from his friend, Frank, asking him to go to the baseball game Saturday. He had already told his Dad he would go fishing at the cabin. His Dad didn't have many weekends free, but he wasn't always asked to a baseball game either. He told Frank he'd let him know.

Two hours left before bed. His favorite TV program was on, and he had that quiz tomorrow. Could he get by in science without studying for the quiz? What would that do to his grade?

At 11 p.m. he fell into bed, exhausted from all the things he had had to decide during the day. He thought of those waiting for him tomorrow. Life was just one decision after another!

Mike had a busy day, but probably not too different from those of other eighth-grade boys. Here is a list of the decisions he had to deal with throughout this day in April:

1. To get out of bed
2. To brush his teeth and wash his face
3. What shirt to wear
4. Whether to eat anything for breakfast
5. To go to class, or school, that day
6. To cheat on his math test
7. How to spend his free period
8. To take shop or French next year
9. To back out of giving his speech in English
10. To go to the park or play ball during lunch
11. To play tennis after school, or clean the garage and practice the trumpet
12. To go to the baseball game with Frank or fishing with his father
13. To watch the TV program or study for his science test
14. To watch the TV program and stay up longer studying
15. To go to bed

Were there other decisions that have not been mentioned? Some decisions are made even without consideration on the part of the person making them. Can you add to the list?

From the above list, pick out the five most important decisions you feel Mike made or faces. List them in order of importance, and after each say why you think this was an important or critical decision for him.

Decision	Reason

After you have made your list, compare it with others in the class. From this comparison, see if you and the class can come up with a definition of what makes a decision an important one to a person.

What Do I Value?

8 things I like to do	A=alone P= with people	X if it costs $5 or more	Would I declare this publicly?	Check those you would have listed 2 years ago	How often have you done it this year?*	Number the top 3
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

What did you find out about yourself? I learned that ____________________

____

____

I was surprised that ____________________

____

I was pleased that ____________________

____

I found that two values of mine are:

1. ____________________

2. ____________________

*Never, seldom, often, very often

Using Values in Making Decisions

Listed below are some typical values of both adults and teenagers. They are based on what a group of teenagers have said are typical values. There probably are others that you feel are more important.

- Opinion of others
- Prestige and recognition
- Helping others
- Immediate pleasure
- Family
- Honesty
- Creativity
- Independence
- Money
- Education
- Responsibility

Read over the stories that follow. They are about people who have to make decisions. Choose what *you* think the person would decide under the circumstances. Write that decision in the proper space. Select from the list of values above the value you think that decision represents. If you do not find one there that you think fits, write in your idea of the value.

1

Mr. Slagel is production editor at Straightforth Publications, Inc. He is making $18,000 a year, enjoying the chance to write, use his creative ideas, and see some of them developed. His oldest son will be entering college next September, which will be a drain on the family finances. There are four other children in the family. He is called into the president's office and offered the job of assistant vice-president at a salary of $30,000 a year. He would be handling financial accounts, personnel problems, and sales. There would not be time for creative work and the parts of his job he enjoys.

Mr. Slagel decides to ______________________

He values ______________________

____

2

Susan is interested in music and has studied the violin for the past four years. She also enjoys children—babysitting with them, teaching them, playing with them. In May, she is invited to join the community chamber group for the summer. She would be paid $2 an hour. At the same time she is asked to be recreational leader working with handicapped children. She would be paid $2 an hour for the recreational job too. She is not able to accept both invitations.

Susan decides to ______________________

She values ______________________

____

3

John is great at working on cars and engines. Next year his high school is starting a new course in auto mechanics. He has one elective not committed to subjects he absolutely has to take. However, he wants to go to the state university, which requires that he take another year of foreign language. John's decision is what course to take for that elective.

John decides to ______________________

He values ______________________

____

4

While in his junior year, Joe was thrown out of high school because he got into a fight with his shop teacher. For several months afterwards he did odd jobs and hung out with a few of his friends on his street. Later he and one of his friends were arrested for disturbing the peace. Given a choice between going to jail, returning to school, or joining the army, he enlisted. Since returning from Vietnam, Joe has worked as a dishwasher, delivery boy, hospital attendant, and volunteer playground supervisor. None of these jobs lasted more than three months. Joe would like to do something with himself, perhaps continue with training like that he received in the Army as a medic. But his friends aren't very helpful, and Joe doesn't feel he has much of a chance to improve his present situation.

Joe decides to ______________________

He values ______________________

Name two of your values from the above list: 1)______________ 2)______________

Alternative and related information are important in decision-making.

Options—A Decision-Making Game

"Opts" is the name of a computer. It is wired and programmed to identify as many alternatives as are available at any decision point.

Directions: Submit to Opts a problem situation. You do this by typing messages on a "console" or typewriter connected to the computer. Remember, it must be a situation in which you have at least two alternatives.

Example: Mike is graduating from high school. He types for the computer, "I am graduating from high school. I must decide what to do. What are my alternatives?"

Before you look at what Opts has to suggest, write down on the lines below all the courses of action you can think of that Mike could take.

Principle: When you are faced with an important decision, write down all possible courses of action *including* those courses that may not be desirable.

Alternative 1

Alternative 2

Alternative 3

Alternative 4

Alternative 5

Alternative 6

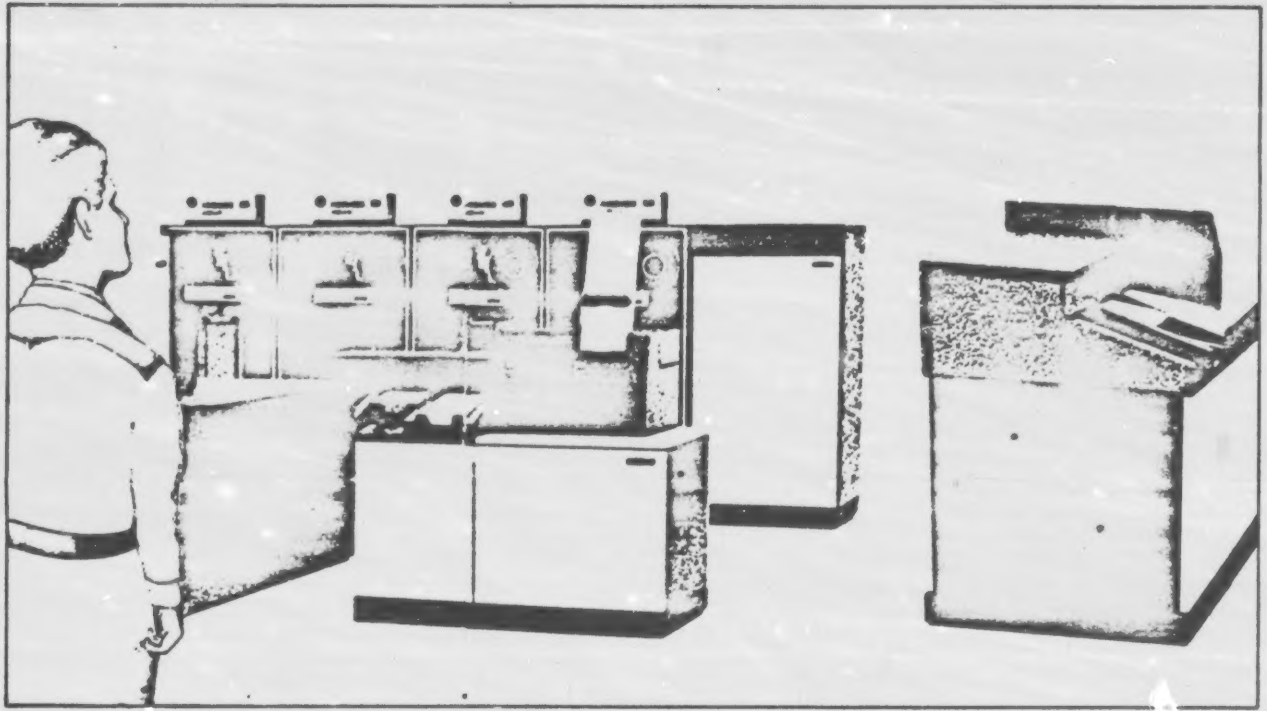
Alternative 7

Alternative 8

Alternative 9

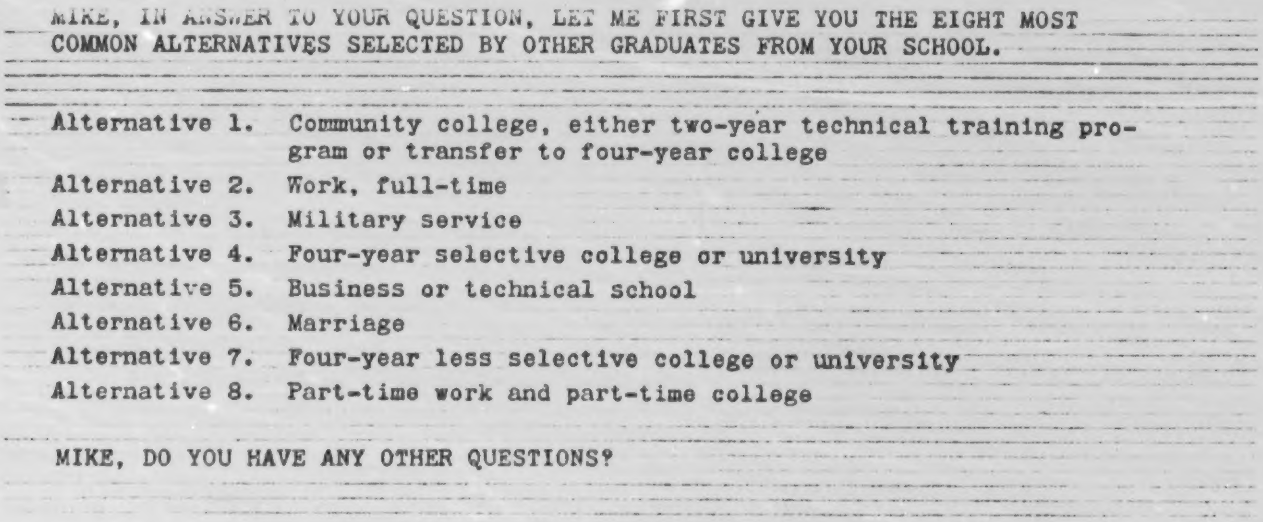
Alternative 10

Now turn the page to see if you have predicted the alternatives that Opts has suggested.



Graduation Alternatives

OPTS—PRINT OUT



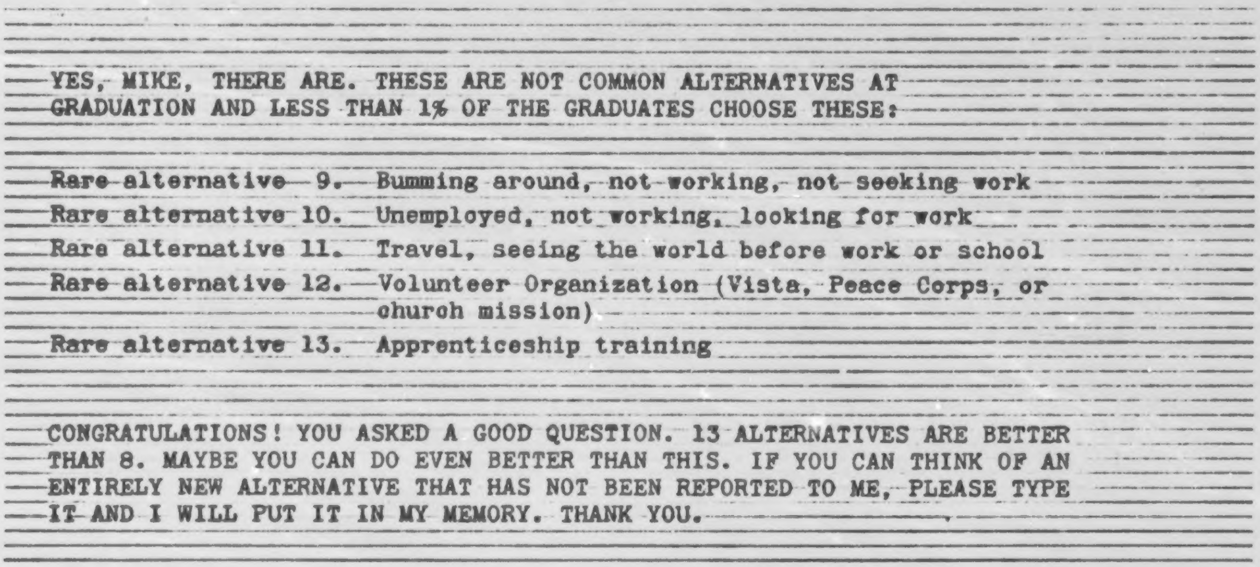
```
MIKE, IN ANSWER TO YOUR QUESTION, LET ME FIRST GIVE YOU THE EIGHT MOST
COMMON ALTERNATIVES SELECTED BY OTHER GRADUATES FROM YOUR SCHOOL.

Alternative 1.  Community college, either two-year technical training pro-
                gram or transfer to four-year college
Alternative 2.  Work, full-time
Alternative 3.  Military service
Alternative 4.  Four-year selective college or university
Alternative 5.  Business or technical school
Alternative 6.  Marriage
Alternative 7.  Four-year less selective college or university
Alternative 8.  Part-time work and part-time college

MIKE, DO YOU HAVE ANY OTHER QUESTIONS?
```

Mike typed this question on the console: "Aren't there any other alternatives at graduation?"

OPTS—PRINT OUT



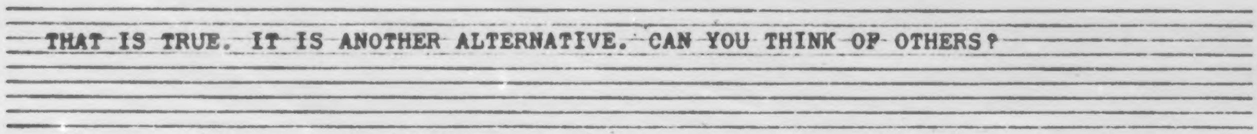
```
YES, MIKE, THERE ARE. THESE ARE NOT COMMON ALTERNATIVES AT
GRADUATION AND LESS THAN 1% OF THE GRADUATES CHOOSE THESE:

Rare alternative  9.  Bumming around, not working, not seeking work
Rare alternative 10.  Unemployed, not working, looking for work
Rare alternative 11.  Travel, seeing the world before work or school
Rare alternative 12.  Volunteer Organization (Vista, Peace Corps, or
                      church mission)
Rare alternative 13.  Apprenticeship training

CONGRATULATIONS! YOU ASKED A GOOD QUESTION. 13 ALTERNATIVES ARE BETTER
THAN 8. MAYBE YOU CAN DO EVEN BETTER THAN THIS. IF YOU CAN THINK OF AN
ENTIRELY NEW ALTERNATIVE THAT HAS NOT BEEN REPORTED TO ME, PLEASE TYPE
IT AND I WILL PUT IT IN MY MEMORY. THANK YOU.
```

Mike thought a moment, and then typed on the console: "Another alternative is to fail to graduate and take another year of high school."

OPTS—PRINT OUT



```
THAT IS TRUE. IT IS ANOTHER ALTERNATIVE. CAN YOU THINK OF OTHERS?
```

Where would you go to find information on these alternatives?

The Role Of Values in Risk-Taking

As with almost all parts of the decision-making process, values play an important role in risk-taking. A decision-maker is willing to take great risks if the outcome is valued highly. For example, a mother may risk her life to defend her child. Or a person may risk failure, loss of money, loss of job, or loss of personal acclaim if the achievement of a possible outcome is desirable enough to him.

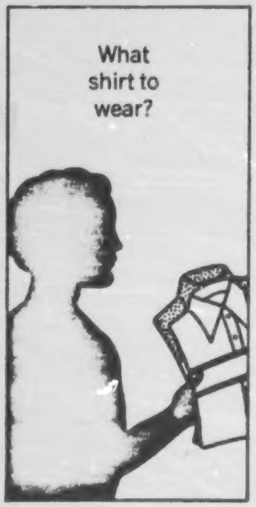
Can you think of examples of people who risked great personal losses to achieve something they believed in?

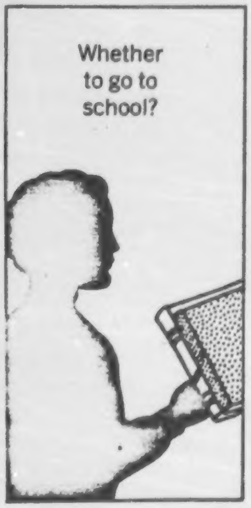
Perhaps a good way to test your values is to discover the amount of risk you are willing to take to achieve them. Is that a good test? Why? Why not?

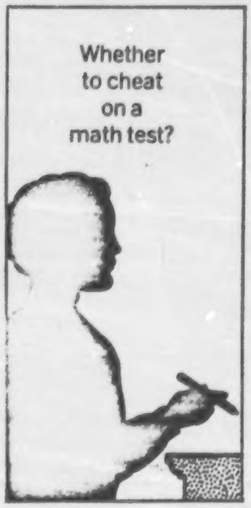
It is important to remember that risk-taking *is learned*, just as values are learned. Your training from parents and others and your experiences have taught you your present level of risk-taking. There is no "right" or "wrong" degree of risk-taking to possess. Every person will develop his own risk-taking style, end every person will take different amounts of risk on various decisions depending on the intended outcome or the circumstance of each decision. But, as with values, it is important to know yourself as a risk-taker in order to make the wisest decisions.

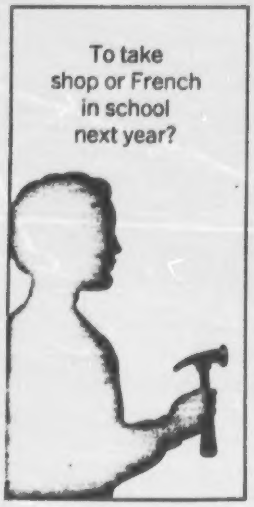
Risk-Taking: It Happens Every Day

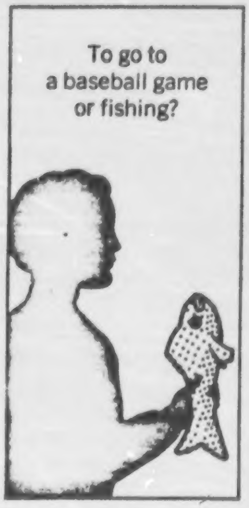
Every student is faced with a number of decisions every day. Some are more important than others; some are easier than others; but most of these decisions have something in common. For instance, look at Mike, who has to decide the following in a typical school day:











Each of Mike's decisions has a common element of *risk* or *chance* or unknown or uncertainty. No matter how much information he seeks and finds, there will almost always be something unknown. There is some uncertainty or risk in almost every human decision. Can you see the risk or uncertainty in each of Mike's decisions?

Can you name two or three important personal decisions that involve *no* risk?

Decision-Making Strategies

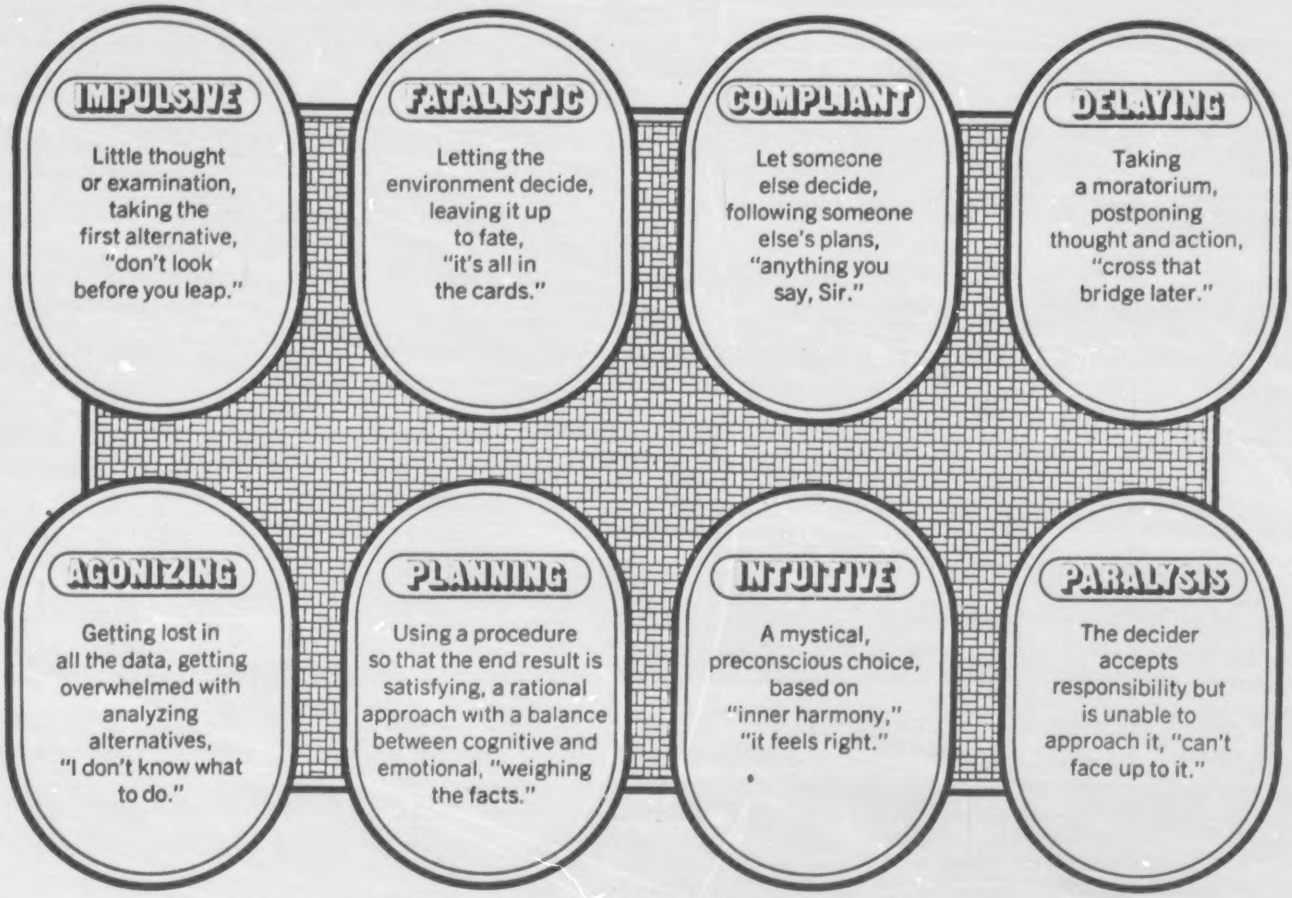
A strategy is a *plan of action*; strategy is sometimes called the science of planning. A decision-making strategy is the putting together of all the steps into a choice; it is the culminating act of the decision-maker.

Since all important decisions probably involve some risk or some uncertainty, how will the decision-maker finally choose in the face of these unknowns? The four most common *risk-taking strategies* are as follows:

Wish strategy	Choice of the alternative that *could* lead to the most desirable result, regardless of risk.
Escape strategy	Choice of the alternative that is most likely to avoid the worst possible result.
Safe strategy	Choice of the alternative that is most likely to bring success; has highest probability.
Combination strategy	Choice of the alternative that has both high probability and high desirability (multiply probability times desirability).

Other Types of Decision-Making Strategies

A strategy is not good or bad or right or wrong in itself. Different strategies are used at different times for different situations by different people. One study of high school students found the following types of personal decision-making strategies most commonly used.



IMPULSIVE
Little thought or examination, taking the first alternative, "don't look before you leap."

FATALISTIC
Letting the environment decide, leaving it up to fate, "it's all in the cards."

COMPLIANT
Let someone else decide, following someone else's plans, "anything you say, Sir."

DELAYING
Taking a moratorium, postponing thought and action, "cross that bridge later."

AGONIZING
Getting lost in all the data, getting overwhelmed with analyzing alternatives, "I don't know what to do."

PLANNING
Using a procedure so that the end result is satisfying, a rational approach with a balance between cognitive and emotional, "weighing the facts."

INTUITIVE
A mystical, preconscious choice, based on "inner harmony," "it feels right."

PARALYSIS
The decider accepts responsibility but is unable to approach it, "can't face up to it."

My Future Beyond Portola: Information to Consider

About Myself

Subjects I do well in:

grade-wise: 1) 2)
TAP results: 1) 2)

Interests (results of OVIS):

1) 2)

Values:

1) 2)

3) 4)

Risk I'm Willing to Take: (trying something new, taking classes other than what friends take, etc.)

Least Risk Most Risk

1) 2) 3) 4)

Outside Information

People to talk to:	Things to read:	Things to do:
Career speakers	High school catalog	Part-time job
Friends	Trade school catalog	Volunteer work
Parents	College catalog	______
Counselors	Occupational Outlook Handbook	______
Coordinator of Work Experience		
______	______	______
______	______	______
______	______	______
______	______	______

Notes: The strategy I plan to use in deciding on tenth grade courses is ______

______

Two objectives I have for high school:

1)

2)

Two elective areas I'm interested in for high school:

1)

2)

Two alternatives I'm interested in for after high school (select from page 6):

1)

2)

Two careers I'm interested in finding out more information on:

1)

2)

APPENDIX B

Student life style checklist - which one is your life style?

Check those items which describe you, then see which life style has the most checks. (No one else will see this form - it is for your own use.)

Life style A: _____ I am involved in several school activities.

_____ I have at least a B+ (3.33) grade average.

_____ I do all of what is required in classes and sometimes more than the required work.

_____ I read quite a bit outside of school: newspapers, magazines, or books related, and some unrelated, to school work.

Life style B: _____ I receive about average grades.

_____ I believe that I am popular with students in my grade.

_____ I think it is important to look neat and be in style.

_____ I, once in a while, read a newspaper, a magazine or a book in my own interest areas outside of my school work.

Life style C: _____ I receive average grades.

_____ I am involved in about one school activity (music, club, sports, etc.)

_____ I have a few close friends, but do not see myself as being popular.

_____ I sometimes read a newspaper, magazine, or a book in my own interest area outside of my school work.

Life style D: _____ I usually do just enough to get by in class with a passing grade. Once in a while I do not pass a class.

_____ I have been sent to the assistant principal.

_____ I often watch the clock because I want to get away from school.

_____ I, once in a while, read a magazine or book at home related to my spare time activities.

Life style E: _____ I am absent very often.

_____ I lose materials and get in trouble for that sometimes.

_____ I don't believe that school has much to offer me.

_____ I, once in a while, read part of a magazine or book related to my spare time activities.

Summary:

1. The student life style which appears to be the closest to mine (the one under which I have the most checks) is life style ______.

2. I ____________ pleased with this student life style.
   (am or am not)

3. If you answered am to Question #2, write here the reasons why you are pleased with your present student life style:

   a. ____

   b. ____

   c. ____

4. If you answered am not to Question #2, which student life style would you want to move into?

   ____

   What is the first step you are going to take to make the change? ____________

   ____

   What other steps will be necessary?

   ____

   ____

   ____

   ____

ORANGE-SANTA ANA CAREER EDUCATION PILOT PROGRAM

Eleanor H. Peterson
Saddleback High School
Counseling Component

NOTE

I designed this project to work with a special group of students to be found in all high schools - those with no career plans who need a great deal of guidance if they are to make any meaningful decisions. I now feel that this can be a framework around which we can build a career guidance program to meet the needs of all students at whatever stage we find them.

CAREER PLANNING PROJECT

A career guidance project designed for use by a counselor to work with a a group or groups of approximately fifteen (per group) sophomore students who indicated on the Priority Counseling Survey or by other means that they need considerable help with educational and career planning. The project includes an initial series of group guidance sessions of fifty minutes each over a four month period, preceded by an individual counseling session with each student and other individual counseling sessions as needed throughout the project. Ideally, the same counselor will work with the students through high school graduation and beyond when desired.

The project should expand and/or change to meet the unique needs of a specific group and to take advantage of special resources available at the time. (Speakers, tours, career conferences, etc.)

PROJECT GOAL

To offer counseling and guidance to help each student in the project decide what he might do upon completion of high school and motivate him toward maximum use of his potential in achieving his goals.

SUB GOALS

1. To help each student better understand his own interests, abilities, and values.
2. To help each student explore the world of work.
3. To help each student relate his understanding of himself and his knowledge of the world of work in setting tentative career goals and formulating educational plans to achieve them.
4. To help the student test his tentative career plans and to re-assess both his career plans and his plans for achieving them.

PROJECT PLAN

I. Initial Project

Exploration of self

Exploration of Careers

Correlation of self-knowledge and career knowledge

Identification of careers compatible with interests, aptitudes, abilities, and values

Selection of tentative career

Formulation of plans for attaining tentative career goals.

II. On-going Counseling

Acquiring of skills necessary for attaining tentative career choice

Testing of tentative career choice in a series of exploratory career development placements

Re-assessing of career goals and in-depth testing of decision in an entry level career development placement for one semester

Reviewing and re-assessing of career and training plans

Applying for further training or full-time employment

INITIAL INTERVIEW

OBJECTIVES

1. After the fifty-five minute initial individual counseling session, during the first part of which the counselor explains the purpose and plan of the Career Planning Project to the student and gives him a letter explaining it to his parents, the student will:

    a. explain to his parents that he was selected for the Career Planning Project because he had indicated (on P.C.S. or in some other manner) that he needs help with educational and career planning.

    b. describe to his parents the plan of the project to help him learn more about himself and the world of work and to help him set some tentative career goals and to formulate a plan for achieving them.

    c. give his parents a letter verifying that their son/daughter will be in the Career Planning Project, describing the purpose, giving the dates and times of the sessions, and seeking their cooperation.

2. During the fifty-five minute initial interview counseling session, in which the counselor interprets the student's ability, aptitutdes, and achievement scores, with the student having a copy of these scores, the student will understand what these test scores say about him and will tell the counselor what they tell him about his own strengths and weaknesses.

3. During the initial individual interview, the student will express to the counselor how he feels his strengths and weaknesses have affected his school record and will affect any tentative career plans that he may have.

ACTIVITIES

Individual counseling sessions of approximately fifty-five minutes with each student in the Career Planning Project during which:

1. the counselor explains the purpose and plan of the project and gives the student a date and time schedule for the groups sessions.

2. the counselor gives the student a letter explaining the project to take to his parents.

3. the counselor interprets the student's test scores and interacts with the student on their significance to him and his plans.

4. explains the purpose of an autobiography and gives the student an outline and the form to be completed and returned at the first groups session.

5. makes an appointment or appointments for the student to take any further tests which they mutually decide are desirable.

RESOURCES

1. Letter to parents
2. Schedule of Group Meetings
3. Career Planning Folder
   - * a. Results of 8th, 9th, 10th ability, aptitude, and achievement test scores
   - b. OVIS results
   - c. Transcript of courses and grades
   - d. Autobiography outline
   - e. Autobiography blank form

PROJECT CODE

Career Education Pilot Project	California Model
Self-Awareness	1.2
Appreciation and Attitudes	1.1

* **Tests**

Achievement - ITED, CAT
Aptitude - DAT, GATB
Interest - OVIS, Strong, Kuder
Self-Assessment - SAAS
Value Inventory - Myers, Briggs

INSTRUCTIONS FOR WRITING YOUR AUTOBIOGRAPHY

The purpose of the assignment is to make you aware of the variety of things that influence us in our "growing up" in developing plans for our future. Besides being an assignment in writing about a very interesting person, YOU, the autobiography will help you decide "What kind of person as I?" "How did I get that way?" and "What do I hope to become?"

The purpose of the questions listed below is to give you some ideas that will help you describe what makes YOU a person different from everyone else. Read them over carefully before you begin writing and keep them in mind as you write. Refer to them from time to time if necessary. DO NOT ANSWER THE QUESTIONS DIRECTLY, BUT WEAVE THE IDEAS THEY GIVE YOU INTO THE PATTERN OF YOUR LIFE.

I. The Present -- "What kind of person am I?"

1. How would you describe yourself to someone whom you have never seen? Would your friends describe you the same way? Are you the same person to your parents, to your teachers, to your friends, or at home, in the class, on the sports field?

2. Is there anything about your physical appearance or health that makes you different than other people? In what way?

3. What are your likes and dislikes? What special interest do you have? Do you have any special moods, such as quietness or daydreaming, sudden spurts of energy or ambition? Does having to do some types of things such as house work, school work, an interesting activity, affect you differently?

4. What are your social activities? Do you prefer to spend your time with one or two close friends or with many others? Do you change friends frequently? If so, why?

5. Do you have any faults or handicaps that might contribute to making you the person you are? Are there any things at which you are better than other people you know? What things?

II. The Past -- "How did I get that way?"

1. What things in your "family history" have influenced you? Consider such things as family interests, economic status, family friends, relatives, occupations of parents, brothers, sisters, attitudes of parents, religious connections, dicipline, special family events, places you have lived, etc.

2. What kind of people have you had as friends? Why did you choose them? How have they influenced you? Have you led or followed them in your activities? Do any people stand out in your memory, such as "favorite uncles," or any other members of your family, teachers, or famous people, as having special influence on your actions or behavior?

3. Have you always had things pretty much your own way? If so, how has that affected you? How about the effect if the reverse is true? Have you been permitted to make your own decisions in matters that were really important to you?

4. Have your parents and teachers, as well as other people in your life, always understood you and what you were trying to do? Have they given you the attention you thought you should have? Has this made any difference to you?

5. What particular experiences have stuck with you for a long time? Can you imagine why? Have they influenced you in any way? What things have you done that have given you great satisfaction? Are there any experiences which have had the opposite effect? Why?

6. What activities, social or otherwise, in school or out, have you especially enjoyed? What influences have these activities had on you? Are there any activities in which you would like to participate that you could not get into? What and why?

7. Has school been an enjoyable experience to you? Why or why not? Do you remember anything that happened in school that might have had a special influence on you, such as an embarassing moment, special school honors, or recognition, or perhaps, just the opposite?

8. Have you had any job experiences that have been especially important to you? In what way? How have you spent your spare time? Has reading or a hobby influenced you some way?

III. The Future -- "What do I hope to become?"

1. Do you have faily definite plans as to the type of occupation you will enter and the type of training you hope to get after leaving high school? If so, what are they? Has anyone helped you make these plans? What kind of opposition, if any, are you meeting in your plans for the future?

2. If you do not have definite plans, do you see any problems in this regard? Are there things you would like to do in the future that seem impossible now? What and why?

3. Have you changed your plans frequently regarding an occupation? What are some of the occupations you have considered and why have you changed you mind? Has failure or low grades in particular subjects made any difference? High grades?

4. Have you had enough confidence in yourself in the past to go ahead with plans even though it was difficult to do so? Is that the case at present?

5. Have you ever wanted to do something you thought too foolish to mention to others? Did you forget about it or go ahead anyway? Is there anything about yourself that you would like to change? Would you like to be mroe like someone else you know? Who and why?

6. How do your ideas of what you "are" now match with what you "hope to be?"

Keep the above questions in mind as you write and include anything additional you feel is necessary in describing yourself. YOU WILL NOT BE ASKED TO READ YOUR AUTOBIOGRAPHY IN CLASS NOR WILL YOUR TEACHER DISCUSS IT.

Bring your autobiography with you to the first group meeting.

Taken from This Is Your Life, a Self Study Course on Career Planning developed by Palm Springs High School.

_________________________ My Autobiography
Your name

FIRST GROUP SESSION

OBJECTIVE

By the end of the first group session each student will express an increased knowledge of his own potentialities, interests, and values; demonstrate an awareness that these differ from the potentialities and values of other individuals, and begin to recognized that potential, environment and life experiences will influence his career choice and development by:

a. describing himself to two other persons in a fifteen-minute get-acquainted activity.

b. express what he heard another member of the triad group telling about himself.

c. identify two other members from the total group with interests or values similar to his own.

d. contrast an interest or value of his own with that of another member of the total group.

ACTIVITIES

1. A get-acquainted activity in which the students are first divided into groups of three and each is asked to spend three minutes telling about himself - interests, abilities, weaknesses, values, high-lights from his autobiography.

   The groups then return to a circle and each student introduces one person from his triad and describes what he heard him telling about himself.

   Following this, each student identifies two persons who are similar to him in some way, and one person who has expressed an interest that is very different from his interests.

2. Interpretation of the OVIS with each student having a copy of his own results and the counselor using an overhead projector with interpretive overlays.

3. Student asked to discuss his results with his parents and return his profile to his Career Planning folder at the next group meeting or before.

RESOURCES

Career Planning folder with:
    OVIS results included
    OVIS manual for interpretation
    OVIS overlays

PROJECT CODE

Appreciation and Attitudes	1.1
Self-Awareness	1.2
Career-Awareness	1.3

SECOND GROUP SESSION

OBJECTIVE

During this fifty-five minute group guidance session each student will examine his own personal characteristics and express to the group those characteristics that he now possesses and those that he would like to possess for a meaningful life for himself.

ACTIVITIES

1. Filling in of two check-lists.
    a. Rank from 1 to 20 a list of characteristics you would like have describe you twenty years from now.
    b. Rank from 1 to 20 the characteristics you feel best describe you now.
2. Group compilation of results.
3. Discussion of characteristics considered most important and least important by the group.
4. Discussion of how to get from here to there.

RESOURCES

Two values check-lists

a. Counselor developed or

b, Search for Values - Lesson 5 - "Time"s Running Out"

PROJECT CODE

Appreciations and Attitudes	1.1. 3.1
Self-Awareness	1.2
Career-Awareness	1.3

AS I WOULD LIKE TO BE KNOWN

____________ Civic minded

____________ Concerned about others

____________ Cooperative

____________ Creative

____________ Dependable

____________ Easy-going

____________ A good friend

____________ A good husband or wife

____________ A good parent

____________ Idealistic

____________ Industrious

____________ Open-minded

____________ Patriotic

____________ Religious

____________ Self-sufficient

____________ Successful

____________ Trustworthy

____________ Wealthy

____________ Well-educated

____________ Well-known

AS I SEE MYSELF

____________ Friendly

____________ A loner

____________ A good son or daughter

____________ A class clown

____________ Studious

____________ Full of energy

____________ Lazy

____________ Hard working

____________ A church-goer

____________ Thrifty

____________ A spend-thrift

____________ Easily led

____________ A leader

____________ Easy-going

____________ Rebellious

____________ Cooperative

____________ Self-centered

____________ Concerned about others

____________ Open minded

____________ Opinionated

THIRD GROUP SESSION

OBJECTIVES

1. During the third group session each student will learn a problem-solving technique and demonstrate that he can use it to solve a personal problem.

2. By the completion of the home assignment; following the third group session, each student will understand how he can use the problem-solving technique in his career exploration and decisions.

ACTIVITIES

1. Discussion of "Six Steps to Problem Solving" from S.R.A. pamphlet, *How to Solve Your Problem*. Overhead projector may be used and students should have copies in Career Planning folders.

2. Role playing to demonstrate use of technique and make students comfortable with it. Groups to select a problem common to most of them.

3. Students use worksheets in folder to work through two personal problems concerning a home, school, or boy-girl relations, and a future plan problem. They may be completed at home and return at next session.

RESOURCES

"*Six Steps to Problem Solving*" from S.R.A. pamphlet *How to Solve Your Problems*.

1. Individual copies in Career Planning folder.

2. Transparencies for overhead projector.

3. Five work sheets.

PROJECT CODE

Self-Awareness	1.2
Career-Awareness	1.3
Decision-Making	1.4, 1.5

SIX STEPS TO SOLVING A PROBLEM

1. State the problem clearly.
2. List the obstacles that stand in the way of solving this problem.
3. List the assets in your favor that you have to work with in solving this problem.
4. List all possible solutions.
5. Try to figure out what the results of each of these solutions would be.
6. Choose the solution that seems best and put it into action.

PROBLEM SOLVING

1. PROBLEM (State clearly)

2. OBSTACLES

3. ASSETS

4. POSSIBLE SOLUTIONS	5. PROBABLE RESULTS

6. THE BEST SOLUTION

FOURTH GROUP SESSION

OBJECTIVE

1. The student will understand that there is a wide variety of occupations and distinguish the Career Cluster method from other methods of classifying jobs.

2. The student will list reasons for which people work and identify the reasons that are important to him.

3. The student will realize that all jobs are not completely satisfying and that a person may need to seek satisfaction from other facets of his life.

ACTIVITIES

1. Each student classifies a given list of occupations by any method he wishes and group discusses these methods. Counselor then uses overlays to show other methods including Career Cluster method and discusses advantages of using the latter. A Career Cluster model should be included in Career Planning folder.

2. Group discussion (in circle) of reasons why people work. One person lists on board or puts on overhead. Each student then writes down his own reasons for wanting to work.

3. Listening to interviews of workers:

    a. Brief replies to "Why do you Work?"

    b. Interview of two people- one who finds career very fulfilling and another who is doing routine factory job and discusses hobby or other outlet.

RESOURCES

1. Lists of occupations for each student.

2. Career Cluster model.

3. Overlays of job classifications.

4. Tape of interviews of workers concerning:

    a. reasons for working

    b. job satisfaction

PROJECT CODE

Career Awareness	2.2
Appreciations and Attitudes	3.1, 3.1
Economic Awareness	2.3, 3.3

FIFTH GROUP SESSION

OBJECTIVE

1. After a counselor led discussion of areas to be covered in career investigation, with students having a copy of the form to be used, each student will know the important things to look for in the tour of the Career Planning Center.

2. After a tour of the Career Planning Center the student will identify by means of a check list sources of occupational and educational information available to help him with his career planning.

ACTIVITIES

1. Counselor led discussion and explanation of the career investigation form to be used in the project.

2. A tour of the Career Planning Center with counselor or center aide explaining various career and education planning aids including:

   a. View

   b. Careers in the 70's

   c. Vocational file

   d. Brochures and Pamphlets

   e. DOT

   f. Occupational Outlook - Handbook

   g. College catalogs

RESOURCES

1. Career Investigation worksheets - six copies

2. Career Planning Center check-list of aids available

PROJECT CODE

Career Awareness	No specifics

CAREER INVESTIGATION OUTLINE

I. Name of Occupation ______________________________

II. Nature of the work

- A. Principal duties
- B. Specific duties or separate jobs within the occupation.

III. Employment facts

- A. Number employed nationally
- B. Local opportunities
- C. Employment trends and outlook

IV. Working conditions

- A. Salary
  - 1. Starting salary
  - 2. Top salary
- B. Hours
- C. Surroundings
- D. Health hazards
- E. Security
  - 1. Steadiness of employment
  - 2. Unemployment safeguards
  - 3. Old age benefits
  - 4. Compensation for illness or accident

V. Opportunities for advancement

VI. Qualifications and requirements

- A. Personal
  - 1. Age, sex, etc.
  - 2. Physical characteristics
  - 3. Special abilities: academic, mechanical, artistic

B. Preparation needed

    1. Education: length and cost
    2. High school courses taken
    3. School courses to be taken
        a. High School
        b. College
        c. Technical school
        d. Other

C. Other requirements

    1. Equipment needed (tools, uniforms, etc.)
    2. Union or other membership
    3. Examinations to be passed
    4. Licenses, etc.

VII. Student's abilities, interests, and values in relation to the requirements of the occupation

A. Interests

    1. Are they similar?
    2. In what ways do they differ?
    3. Can the necessary interests be developed?

B. Abilities

C. Values

C. Activities which have been helpful

D. Activities which have been helpful

E. Activities which would be helpful

VIII. How to obtain and advance in a position in this field

Based on outline suggested in S.R.A. pamphlet How, When, and Where to Provide Occupational Information.

SECOND SCHEDULED INDIVIDUAL CONFERENCE

OBJECTIVE

1. During a thiry minute individual conference, the student will identify for the counselor threee careers (in one, two, or three Career Clusters) that he feels are consistent enough with his interests, abilities, and values for a cursory investigation and will make appointments to see the appropriate "Careers in the 70's" when they are shown in the Career Planning Center.

ACTIVITIES

A thirty minute individual counseling interview.

RESOURCES

Schedule of "Career in the 70's"
Threee appointment cards per student

PROJECT CODE

Appreciations and Attitudes
Self-Awareness
Decision-Making
Career Awareness

SIXTH, SEVENTH AND EIGHTH WEEKS

OBJECTIVE

By the end of this three week period (eighth week of project), during which each student has investigated the three careers which he has chosen under the guidance of the counselor and the Career Planning Center aide, each student will:

- a. Complete and include in his Career Planning folder Career Investigation forms for three occupations that he feels may be consistent with his interests, abilities, and personal values.
- b. determine and present on the appropriate form, the preparation needed and a plan for achieving it for each of the three occupations.
- c. make an appointment for an individual conference with the counselor for one of the following purposes:
  - (1) additional help with making a tentative career decision and working out more detailed plans for attaining his goal.
  - (2) discuss his tentative career decision and his plans for attaining his goal.

ACTIVITIES

1. Students work at individual investigation of selected occupations using all available facilities in the Career Planning Center under the guidance of the counselor and the aide.
2. The aide will help students locate materials.
3. The counselor will work with individuals to:
   - a. interpret materials
   - b. help him use the decision-making process in making a tentative career decision
   - c. help him formulate plans for attaining his chosen career goal

RESOURCES

1. A well-equipped Career Planning Center
2. Career Investigation forms
3. Plan for Attaining Career Goals forms

PROJECT CODE

Appreciation and Attitudes	1.1, 1.3
Self-Awareness	1.2
Decision-Making	1.4, 1.5
Educational-Awareness	2.1
Career-Awareness	1.3, 2.2, 2.4
Economic-Awareness	2.3
Skill-Awareness	2.1, 2.4
Employability Skills	2.5

PROBLEM SOLVING - CAREER CHOICE

1. **PROBLEM** (Is this career in my future?)

(List career to be considered)

2. **OBSTACLES** (What difficulties stand in my way?)

3. **ASSETS** (What advantages do I have?)

4. POSSIBLE SOLUTIONS (How do I get there?)	5. PROBABLE RESULTS

6. **THE BEST SOLUTION**

THIRD INDIVIDUAL INTERVIEW

OBJECTIVE

During the interview or by the beginning of the next group session, and as a result of the interview, each student will:

1. state his tentative career choice.
2. compare his interests, abilities, and values with those important to success in his chosen career.
3. explain how he arrived at his decision and give to the counselor to place in his folder one or more problem-solving worksheets that he used in arriving at his decision.
4. present his written plan for achieving his chosen goal, including his choice for a career exploration placement for the following school term and his tentative course requests for the following term.

ACTIVITIES

A fifty minute (or time as needed) individual counseling interview.

RESOURCES

Student's Career Planning folder

PROJECT CODE

Self-Awareness	1.2
Decision-Making	1.4, 1.5
Educational-Awareness	2.1
Career-Awareness	1.3, 2.4
Economic-Awareness	2.3
Skill-Awareness	2.4, 2.1
Employability Skills	2.5

NINTH GROUP SESSION

OBJECTIVE

1. By the end of the ninth group counseling session each student will demonstrate that he has made some thoughtful career decisions by sharing verbally with the group:

   a. his tentative career choice.

   b. how he arrived at the decision.

   c. the degree of confidence which he feels that his choice is consistent with his interests, abilities, and values.

   d. his plans for achieving his goals.

ACTIVITIES

Discussion group with each student allowed five minutes for talking and feed-back to him from the group.

RESOURCES

None

PROJECT CODE

Appreciations and Attitudes	1.1, 3.1
Self-Awareness	1.2
Decision-Making	1.4, 1.5
Educational-Awareness	2.1
Career-Awareness	1.3, 2.2, 2.4
Economic-Awareness	2.3
Skill-Awareness	2.4, 2.1
Employability Skills	2.5

ON-GOING COUNSELING

OBJECTIVE

1. During an individual counseling session prior to registration for the term following participation in the Career Planning Project the student will affirm his tentative career choice by:

   a. registering for the courses that he has identified (and the counselor has verified) to help him develop skills necessary for his anticipated entry level job.

   b. making an appointment for an interview with a Career Development instructor to register for a Career Development placement to explore the first of three facets of his career choice.

PROJECT CODE

Self-Awareness	1.2
Educational-Awareness	2.1
Career-Awareness	1.3
Skill-Awareness	2.1, 2.4
Employability Skills	2.5

2. Following exploration of three facets of his chosen career, the student will verbally confirm, in a brief interview with his counselor, a continued interest in his original chosen career and his plans for attaining it or he will revise his career choice and make new plans for attaining the revised goals.

PROJECT CODE

Appreciations and Attitudes	3.2
Self-Awareness	1.2
Decision-Making	1.4, 1.5
Educational-Awareness	2.1
Career-Awareness	1.3
Skill-Awareness	2.1, 2.4

3. Prior to each semester's registration, the student will analyze and report to his counselor his progress in acquiring necessary employability skills for his anticipated entry job and will reaffirm his career decision by registering for classes that will further develop the necessary skills.

PROJECT CODE

Self-Awareness	1.2
Educational-Awareness	2.1
Career-Awareness	1.3
Skill-Awareness	2.1
Employability Skills	2.5

4. Following the exploratory Career Development experiences the student will further test his career choice in a one semester Career Development placement in his anticipated entry job and will demonstrate the wisdom of his choice by earning a grade of "B" or better and the recommendation of his supervisor.

PROJECT CODE

Appreciations and Attitudes	3.1, 3.2
Self-Awareness	1.2
Educational-Awareness	2.1
Career-Awareness	1.3
Skill-Awareness	2.1
Employability Skills	2.5

5. During a conference preceding pre-registration for his senior year and after at least twelve weeks in the entry-level Career Development placement, the student will demonstrate the degree of confidence that he feels in his career decision in the following ways:

   a. confirm his continued interest

   b. give specific examples from his Career Development experience to show that this type of work is consistent with his values and his chosen life-style.

   c. state that he feels that he has acquired, is acquiring, and/or has the ability to acquire the skills necessary for success in his chosen career.

   d. register for courses for his senior year that will:

      (1) give him the necessary skills to seek full time employment in an entry level job in his chosen career upon graduation from high school or

      (2) continue to increase his skill competence and increase his probability for success in a program of further training at a community college, technical school, or an apprenticeship training program or

      (3) make him eligible for the college of his choice where he can continue to acquire the education and skills necessary for his chosen career.

PROJECT CODE

Appreciations and Attitudes	3.1, 3.2
Self-Awareness	1.2
Decision-Making	1.4, 1.5
Educational-Awareness	2.1
Career-Awareness	1.3, 2.4
Economic-Awareness	2.3
Skill-Awareness	2.1, 2.4
Employability Skills	2.5

6. The student will explore with the counselor the advisability and possibility of working at a paid summer job or at an unpaid volunteer job to seek further experience in his chosen career. If it is advisable he will seek employment.

PROJECT CODE

Appreciations and Attitudes	3.1, 3.2
Self-Awareness	1.2
Decision-Making	1.4, 1.5
Educational-Awareness	2.1
Career-Awareness	1.3, 2.4
Economic-Awareness	2.3
Skill-Awareness	2.1, 2.4
Employability Skills	2.5

7. During his senior year or upon graduation, the student will confirm his confidence in his career choice by:

   a. seeking and obtaining employment in his chosen field or

   b. registering for courses at a community college or technical school or

   c. applying to colleges that will best fit him for his chosen career and that are commensurate with his ability and financial resources.

PROJECT CODE

Self-Awareness	1.2
Decision-Making	1.4, 1.5
Educational-Awareness	2.1
Career-Awareness	1.3, 2.4
Economic-Awareness	2.3
Skill-Awareness	2.1, 2.4
Employability Skills	2.5

APPENDIX E

EVALUATION FORM FOR TEACHER

Name______________________________ No. of Students in Class___________

Date______________________________

Title of Unit:____

1. The suggested grade level for this was:
   - a. K-3
   - b. 4-6
   - c. 7-9
   - d. 10-12
   - e. 13-14
2. This unit format was:
   - a. easy to follow
   - b. difficult to follow
3. For the intended grade level, the information in the units was:
   - a. much too hard
   - b. easy
   - c. about right
   - d. hard
   - e. much too easy
4. This unit was pilot-tested in:
   - a. Principal Subject area
   - b. Related Subject area
5. In implementing this unit, the "Guidelines for Use of Unit" or "Special Instructions" provided:
   - a. all I needed to know
   - b. only a beginning
   - c. a fair amount of information
   - d. far too little information
   - e. not applicable

6. The Unit objectives were clearly stated.
   - a. strongly agree
   - b. agree
   - c. undecided or uncertain
   - d. disagree
   - e. strongly disagree

7. The student performance objectives were clearly stated.
   - a. strongly agree
   - b. agree
   - c. undecided or uncertain
   - d. disagree
   - e. strongly disagree

8. The student activities were clearly stated.
   - a. strongly agree
   - b. agree
   - c. undecided or uncertain
   - d. disagree
   - e. strongly disagree

9. In relation to the student performance objectives, the activities were:
   - a. very relevant
   - b. not relevant or unrelated
   - c. completely unrelated
   - d. relevant
   - e. not very relevant

10. Of the activities used ______________ were easily implemented.

    a. all

    b. most

    c. half

    d. ten

    e. none

11. In relation to the student performance objectives, the evaluation tools were:

    a. very relevant

    b. not relevant or unrelated

    c. completely unrelated

    d. relevant

    e. not very relevant

12. I feel the strength(s) of the unit were: (more than one can be marked)

    a. Unit Objectives

    b. Student Performance Objectives

    c. Activities

    d. Evaluation Instruments

    e. Ease of integrating into existing curriculum.

13. The weakness(es) of the unit were: (more than one may be marked)

    a. Ease of integrating into the existing curriculum.

    b. Unit Objectives

    c. Student Performance Objectives

    d. Activities

    e. Evaluation tools.

14. The quality of the media developed for this unit was:
    - a. good
    - b. excellent
    - c. poor
    - d. not applicable

15. The subject matter of the media was:
    - a. good
    - b. excellent
    - c. poor
    - d. not applicable

16. I felt the unit was:
    - a. exciting and interesting
    - b. average
    - c. confusing and frustrating

APPENDIX F

CAREER EDUCATION PROJECT ADVISORY COMMITTEE

Dr. Melvin L. Barlow, Director
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Los Angeles, CA 90024

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Vice-President
First National Bank of Orange County
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Orange, CA 92666

The Honorable Dennis E. Carpenter
California State Senator
34th District
3912 Campus Drive
Newport Beach, CA 92660

Dr. C. Thomas Dean
Dean of Applied Arts and Sciences
California State College, Long Beach
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Long Beach, CA 90804

Mr. Bob Hansen
Representative
Orange County Chamber of Commerce
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Orange, CA 92668

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Seventeenth at Bristol
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Mr. Robert Washington, Chairman
California Advisory Council on
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Technical Training
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Sacramento, CA 95814

APPENDIX G

NOTE: Final evaluation reports from both the internal and external evaluators were not completed in time for their inclusion in this report. These are expected later this summer and will be forwarded at that time.

The firms under contract to the Orange County Consortium are included here for information:

EXTERNAL EVALUATOR

EDUCATION TURNKEY SYSTEMS Suite 1207 1660 L Street Washington, D.C. 20036	PHONE (202) 293-5950
770 Menlo Avenue Menlo Park, California 94025	PHONE (415) 325-7848

INTERNAL EVALUATOR

TADLOCK ASSOCIATES, INC. 86 Third Street Los Altos, California 94022	PHONE (415) 941-2555

CONTACT: MR. FRED CARVELL

APPENDIX H

P.A.M.E.S.

PROJECT ACTIVITY MANAGEMENT AND EVALUATION SYSTEM

FOR

1973-74

CAREER EDUCATION PROJECT, K-14
ORANGE COUNTY CONSORTIUM

RANCHO SANTIAGO COMMUNITY COLLEGE
ORANGE UNIFIED SCHOOL DISTRICT
SANTA ANA UNIFIED SCHOOL DISTRICT

CAREER EDUCATION MODEL
ORANGE COUNTY CONSORTIUM

1.0 Overview of the Project

1.1 General Description of the Project:

The Orange County Consortium is an action-based Career Education Model funded under Part D, Public Law 90576. It consists of the Orange and Santa Ana Unified School Districts and the Rancho-Santiago Community College District.

In the period of three years, for which the project has been funded, it is anticipated that we will develop a variety of software that can be replicated into any existing school district throughout the United States. This software will consist of a curriculum which will be designed to insure articulation of the Career Education concepts, vertically, K through 14, and horizontally through each grade and sub-level. In effect, at the completion of the project, we will have a spiral curriculum that addresses itself specifically to the Career Education concepts and to the fifteen career clusters. Multi-Media will be researched and developed to aid and assist the classroom teacher in the presentation of this curriculum. In addition to this effort, the project will develop many other types of activities such as game simulation, environmental centers, better use of enrichment programs within the secondary schools and the community college.

In addition to a Needs Assessment, first year activities were directed toward three main efforts. First, curriculum units involving Career Education concepts infused with subject matter in the various disciplines have been developed through a class approach. Over 200 units involving five of the fifteen clusters will be pilot and field tested during late spring and summer of 1973. Clusters which have been developed during the first year include Health, Fine Arts and Humanities, Communication and Media, Consumer and Homemaking, and Business Office. After implementation workshop during the summer of 1973 for teachers in target schools, these units will be infused with the existing curriculum, K-14. The remaining clusters will be developed during the next two years following a plan of individual contracting with teachers who have special talents for writing additional units.

Units are structured around Career Education goal statements developed by leaders in Career Education as standard for career awareness at all grade levels. This matrix identifies specific goals to be accomplished by Career Education. These goal statements have been synthesized by curriculum team members and are an integral part of each unit. Upon completion of the project, all areas of this matrix will be covered by inclusion of specific units of instruction.

A second major thrust of the project utilizes tri-district counselors who work both as a separate component in developing and modifying guidance curriculum to conform to Career Education concepts, and as individual counselors who work with curriculum development cluster teams to insure that all learning units reflect a guidance point of view and contain distinct guidance activities for classroom teachers.

A third focus of the project deals with media production to be used with the Career Education curriculum units. Thirty slide-tape packages have been developed initially. Other types of media will be developed in later phases of the project through individual contracts in order to insure that there will be a variety of resources available as the units are implemented. All preceding activities will be continued during the three year course of the project in order to implement the fifteen clusters and Career Education concepts into the Orange County Consortium.

1.2 Relationship of Project to previous Funding Efforts (s):

The project will also extend and expand the activities in which the Unified School Districts are involved at this time, in respect to our Community Classroom and Work Experience Programs. The Work Experience Program will be expanded to include exploratory and orientation activities for more students at a lower grade level. Included in the Work Experience Program will be a management system for the control of the work experience students. The project will also tie into other existing or planned programs such as: Title I, Elementary level compensatory education; adult consumer homemaking education, (bilingual); early childhood education; campus children's center program; and senior teacher curriculum projects, (Orange Unified).

1. PROJECT ACTIVITY - Project Administration And Support Services

A. RATIONALE - In order for the OCC to meet the stated goals and objectives of the Career Education Project, it will be necessary for the Consortium Management Team to develop a management documentation which will delineate the functions of:

1. Recruitment and hiring of personnel
2. Budget
3. Curriculum development
4. Requests for additional funds
5. Information and dissemination
6. Testing and evaluation

In addition to this effort, a budget allocation for each function must be established through this document.

B. SUMMARY DESCRIPTION - The administrative staff for Career Education must be selected and their duties defined. That staff must then develop a program and provide leadership to implement Career Education as the district curriculum, K-12, articulated with the Junior College. This staff must determine priorities of the program, develop timelines for implementation, orient and train teachers, involve the community, develop budget both as to categorical amounts and procedures, and develop method and instrument of evaluation.

C. GOALS - The project director will provide adequate administration and supportive services as well as assume that overall responsibility of the Orange County Consortium in order to ensure the accomplishment of the major administrative tasks of the project.

1.0 OBJECTIVES

1.1 The Project Director will recruit and hire new project supportive staff by September 1973; Documentation of this will include:

1.1.1 Board resolutions of the retaining of one part-time career facilitator in each of the fourteen target schools.

1.2 The Assistant Project Director will review and up date job descriptions and conduct evaluations of all project staff members.

1.2.1 Job description and semi-annual evaluation of each project staff member will be on file in Career Education office.

1.3 The Assistant Project Director will locate and establish new project offices by August 1973.

1.3.1 On October 1, invitations will be extended to the Career Education Task Force for Open House at the new Career Education office.

1.4 The Assistant Project Director will develop strategies for creation, review, revision and implementation of curriculum, multi-media, and guidance activities by September, 1973.

1.4.1 A written plan for the development of strategies for creation, review, revision and implementation of curriculum, multi-media, and guidance materials will be submitted to the Project Director.

1.5 The Assistant Project Director, the Secondary Coordinator, and the Community College Coordinator will maintain an ongoing maintenance of staff and supportive personnel pay records.

1.5.1 Documentation will include copies of pay records within the three respective districts.

1.6 The Project Director will create a design for budget planning and a control system by July 1973.

1.6.1 A completed budget control design will be on file in the Project Director's office.

1.7 The Assistant Project Director will implement the budget control design and will provide a quarterly report in September, December, March and June, 1973-74.

1.7.1 Submission of quarterly budget reports will be made available to the Project Director.

1.8 The Assistant Project Director will compile quarterly reports for the United States Office of Education in June, September, December and March, 1973-74.

1.8.1 Quarterly reports will be submitted to the United States Office of Education at the designated intervals.

{(1.9)
(1.10) The Project Director will develop and submit applications and proposals for additional funding as necessary throughout the year.

(1.9.1)
(1.10.1) A record of proposed project abstracts and submission Dates will be on file in the Project Director's office.

1.11 The Assistant Project Director will coordinate and schedule Advisory Committee meetings in September, January and May 1973-74.

1.11.1 Documentation will be evidenced by advisory minutes submitted to the Project Director.

1.12 The Project Director will serve as a liaison with the LEA District Boards of Education as deemed necessary.

1.12.1 Documentation will be by anecdotal calendar records.

(1.13)
(1.14)
(1.15) The Assistant Project Director will serve as a liaison with the LEA District Administration offices, pilot school administration, pilot school teachers, counselors, and others as deemed necessary by project needs.

(1.13)
(1.14)
(1.15) Documentation will be by anecodted calendar records.

1.16 The Assistant Project Director will coordinate all printing and publications for the Orange County Consortium.

1.16.1 Documentation will be evidenced by copies of all printed materials on file in the Project Director's office.

1.17 The Assistant Projector will design a management information system by September, 1973.

1.17.1 Documentation will be evidenced by submission of a completed management information system design to the Project Director.

1.18 The Project Director will directly supervise support staff as deemed necessary.

1.18.1 Documentation of the evidence by anecdotal records on file with the Project Director.

1.19 The Assistant Project Director will design, by August 1973, an overall evaluation system and will make quarterly reports on the implementation in October, December, April and July 1973-74.

1.19.1 Documentation by submission of quarterly reports.

Major Function: 1.0

Project administration &
support services

Tasks--Activities	Staff Assignments									Time Line			1 of 3	
	Jack Sappington	Ed Roberts	John Russo	Larry Johnson	Don Isbell	Tom Schrodi	Jan Lamp	Donna Farmer		June July August September	October November December	January February March	April May June	July August
1.1 Recruit & hire new project support staff	X	S	S	S						●				
1.2 Review & update job descriptions for all project staff				X						●				
1.2.1 Evaluation of Project staff				X								●		
1.3 Locate & establish new project offices	S	S	S	X						●				
1.4 Development of strategies for staff training related to:				X										
1.4.1 New curriculum unit development (1973-74)				S	S	X	S	S		●				
1.4.2 New multi-media development				S	X	S	S	S				ongoing		
1.4.3 Review & revision of existing curriculum unit (1972-73)				X	S	S		S		●				
1.4.4 Implementation of curriculum & multi-media units-pilot schools				X	S	S		S		●				
1.5 Maintenance of staff and supportive personnel pay records	S	S	S	X		X		X				ongoing		

X = Primary responsibility
s = Support activity
o = Activity completed

Major Function: 1.0

Project administration & support services

Tasks--Activities	Staff Assignments									Time Lin 2 of 3				
	Jack Sappington	Ed Roberts	John Russo	Larry Johnson	Don Isbell	Tom Schrodi	Jan Lamp	Donna Farmer		June July August September	October November December	January February March	April May June	July August
1.6 Design of budget planning & control system	X			S						●				
1.7 Implementation of budget control system				X						●	●	o	●	
1.8 Compilation of quarterly reports for USOE				X			S			● ●	●	o	●	
1.9 Development of applications & proposals for Add'l funding	X	S	S	S	S	S	S	S			as necessary			
1.10 Submission of funding proposals	X	S	S	S							as necessary			
1.11 Coordination & scheduling of advisory committee meetings			X							●		●	●	
1.12 Liaison with LEA district school boards	X	S	S								ongoing			
1.13 Liaison with LEA district administrative offices.	S	S	S	X							ongoing			
1.14 Liaison with pilot school administration				X	S	S		S			ongoing			
1.15 Liaison with pilot school teachers/counselors & others				X	S	S		S			ongoing			

X = Primary responsibility
s = Support activity
o = Activity completed

Major Function: 1.0

Project administration &

support services

Tasks--Activities	Jack Sappington	Ed Roberts	John Russo	Larry Johnson	Don Isbell	Tom Schrodi	Jan Lamp	Donna Farmer		June July August September	October November December	January February March	April May June	July August
	Staff Assignments									**Time Line 3 of 3**				
1.16 Coordination of printing & publications				X			S				as necessary			
1.17 Design of management information system				X			S			●				
1.18 Supervision of support staff	X			S							ongoing			
1.19 Evaluation system	S	S	S	X	S	S	S	S		●	● ●		o	●
X = Primary responsibility s = Support activity o = Activity completed														

1. Project Administration and Support.

100 ADMINISTRATION	FEDERAL	STATE	LOCAL	TOTAL
Director's Salary (10%)	$ 925.00	$ 245.00		$ 1170.00
Other Director's Expense	1232.00	328.00		1560.00
(Postage, Phone, Advisory Committee)				
Travel & Conference	1422.00	378.00		1800.00
Evaluation	2054.00	546.00		2600.00
200 INSTRUCTION				
Supervisor's Salary 100%	4977.00	1323.00		6300.00
Teacher's Salary				
Counselor's Salary				
Field Trips				
Instructional Supplies				
Travel/Conference				
Community College Coordinator's Sal.20%	576.00	153.00		729.00
Classified Salaries	4298.00	1142.00		5440.00
Multi-Media Development				
800 DIRECT COST				
Health & Annuity	1302.00	346.00		1648.00
1269 CAPITAL OUTLAY	12,205.00	3245.00		15,450.00
INDIRECT COST (8%)	4892.00	1300.00		6192.00
SUPPORT PERSONNEL				
Federal Project Coordinator (Orange) 15%			390.00	
Director - Career Education (Santa Ana)10%			1500.00	
	33883.00	9006.00	1890.00	50689.00

2.0 PROJECT ACTIVITY - Public Relations & Publications

A. RATIONALE - In order to most effectively infuse the concepts of Career Education throughout the Orange community, it is necessary to develop and implement an on-going program of public relations.

B. SUMMARY DESCRIPTION - Through a planned effort of the Career Education concepts will be introduced, examined and explained, soliciting community support and involvement. To develop an on-going program that will promote community awareness and a positive attitude toward Career Education. To solicit the help and participation of various segments of the community for the implementation of Career Education throughout the community.

C. GOAL - To develop an on-going program that will promote community awareness and a positive attitude toward Career Education.

To solicit the help and participation of various segments of the community for the implementation of Career Education throughout the community.

2.0 OBJECTIVES

2.1 The Assistant Project Director will develop and prepare for dissemination the Community Resources Inventory by October 1973.

2.1.1 Documentation of same will be the completed inventory submitted in the quarterly report.

2.2 The Assistant Project Director will maintain on-going liaison with parents, community, P.T.A. and advisory groups in order to inform and coordinate (community) activities related to Career Education.

2.2.1 Reports and minutes will be on file in Project Director's office.

2.3 Project Staff will maintain on-going liaison with city government in order to inform and coordinate related Career Education activities.

2.3.1 Reports and minutes will be on file in Project Director's office.

2.4 Project staff will maintain on-going with labor organizations in order to inform and coordinate related Career Education activities.

2.5 Project staff will maintain on-going liaison with Chambers of Commerce in order to inform and coordinate related Career Education activities.

2.6 The Assistant Project Director will develop and publish a Career Education Needs Assessment Abstract for 1973-74, by July, 1973.

2.6.1 Documentation of activity will be a completed Needs Assessment abstract submitted in final report, a copy to be kept on file in Project Director's office.

2.7 Project Staff will maintain on-going liaison with HRD in order to inform and coordinate related Career Education activities.

2.8 The Elementary Project Coordinator will develop a Career Education Project News Bulletin to be prepared quarterly.

2.8.1 Documentation of the activity will be the completed News Bulletin copies of which will be kept on file in Project Director's office.

2.9 The Assistant Project Director will distribute the quarterly Project News Bulletin to appropriate publics.

2.9.1 Copies of News Bulletin and mailing list will be on file in Project Director's office.

Major Function: 2.0 Public Relations & Publications Tasks--Activities	Staff Assignments									Time Line				
	Jack Sappington	Ed Roberts	John Russo	Larry Johnson	Don Isbell	Tom Schrodi	Jan Lamp	Donna Farmer		June July August September	October November December	January February March	April May June	July August
2.1 Develop and prepare Community Resources Inventory				X							●			
2.2 Maintain liaison with parent & PTA & community advisory groups				X							ongoing			
2.2.1 Elementary level					X						ongoing			
2.2.2 Secondary level						X								
2.2.3 Community College								X						
2.3 Maintain liaison with city governments				S			X	S			ongoing			
2.4 Maintain liaison with labor organizations	S	X	S								ongoing			
2.5 Maintain liaison with local chambers of commerce	X	X	X	S							ongoing			
2.6 Develop and publish needs assessment abstract				X	S	S		S		●				
2.7 Maintain liaison with HRD				X	S	S	S				ongoing			
2.8 Develop Project News bulletin (quarterly				S	X	S	S	S		●	●	●	●	
2.9 Distribute Project News bulletin (quarterly)				X	S	S		S		●	●	●	●	

X = Primary responsibility
s = Support activity
o = Activity completed

2. Public Relations and Publications

100 ADMINISTRATION	FEDERAL	STATE	LOCAL	TOTAL
Director's Salary (10%)	$ 154.00	$ 41.00		$ 195.00
[illegible]	822.00	218.00		1040.00
(Postage, Phone, Advisory Committee)				
Travel & Conference	237.00	73.00		310.00
Evaluation				
200 INSTRUCTION				
Supervisor's Salary 100%	829.00	221.00		1050.00
Teacher's Salary				
Counselor's Salary				
Field Trips	316.00	86.00		402.00
Instructional Supplies	1185.00	315.00		1500.00
Travel/Conference	395.00	105.00		500.00
Community College Coordinator's Sal.20%	192.00	51.00		243.00
Classified Salaries	1074.00	286.00		1360.00
Multi-Media Development				
800 DIRECT COST				
Health & Annuity				
1269 CAPITAL OUTLAY	1580.00	420.00		2000.00
INDIRECT COST (8%)	1368.00	364.00		1732.00
SUPPORT PERSONNEL				
Federal Project Coordinator (Orange) 15%			195.00	
Director - Career Education (Santa Ana)10%			250.00	
	8152.00	2180.00	445.00	10320.00

3.0 PROJECT ACTIVITY - Liaison & Coordination With Other Major Projects

A. RATIONALE - Presently, a variety of major projects are on-going within the three districts. These projects lend themselves to the overall Career Education concept; therefore, coordination and liaison with these projects will strengthen and enhance the total Career Education Project within the Consortium.

B. SUMMARY DESCRIPTION - Major projects in existence in the three districts that can be related to Career Education include: work experience; work study, (Community College); Community Classrooms; ROP; Title I, (Elementary Compensatory Education); adult consumer homemaking bilingual education; early childhood education; campus children's center; various senior teacher projects, (Orange); computerized management system; automated related instruction; Bilingual-Bicultural Project, K-1 and 7-12; CHARM Project, Grades 8, 10-12; the coordination with all curriculum areas K-14, the coordination with these programs will broaden the base and enhance the Career Education Model.

C. GOAL - To provide assistance and coordination with other major projects in existence throughout the three districts in the Orange County Consortium in order to enhance and broaden the base of Career Education.

3.0 OBJECTIVES

3.1 The Assistant Project Director will act as liaison between Work Experience programs and the Career Education Model in all three districts as deemed necessary throughout the project year, 1973-74.

3.1.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.2 The Community College Coordinator will serve as liaison between the Work Study Program and the Career Education Model at Rancho Santiago Community College as deemed necessary.

3.2.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.3 The Coordinator of Federal Projects (Orange Unified) will serve as liaison between Community Classrooms in the Orange and Santa Ana Unified Districts and the Career Education Model as deemed necessary.

3.3.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.4 The Project Director will serve as liaison and coordinate activites between the Orange County Regional Occupational Program and the Career Education Model as deemed necessary throughout the project year 1973-74.

3.4.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.5 The Elementary Coordinator for Career Education will serve as liaison and coordinate activities between Title I and the Career Education Model as deemed necessary throughout the project year 1973-74.

3.5.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.6 The Coordinator for Federal Projects; (Orange) will serve as liaison and coordinate activities between the adult bilingual consumer homemaking program and the Career Education Model as deemed necessary throughout the project year 1973-74.

3.6.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.7 The Elementary Coordinator for Career Education will serve as liaison and coordinate activities between the Early Childhood Education Program and the Career Education Model as deemed necessary through the project year 1973-74.

3.7.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.8 The Director of Career Education (Santa Ana) will serve as liaison and coordinate the activities between the Campus Childrens Center and the Career Education Model as deemed necessary during the project year 1973-74.

3.8.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.9 The Secondary Career Education Coordinator will serve as liaison and coordinate activities between Senior Teacher Project (Orange) and the Career Education Model as deemed necessary throughout the project year 1973-74.

3.9.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.10 The Assistant Project Director will serve as liaison and coordinate the activities between the Computerized Student Placement System and the Career Education Model, as deemed necessary throughout the project year 1973-74.

3.10.1 Documentation will be provided through anecodtal records on file with the Project Director.

3.11 The Assistant Project Director will serve as liaison and coordinate the activities between the Automated Related Instruction Program and the Career Education Model as deemed necessary throughout the project year 1973-74.

3.11.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.12 The Federal Project Coordinator (Orange) will serve as liaison and coordinate the activities between the Bilingual - Bicultural Project and the Career Education Model as deemed necessary throughout the project year 1973-74.

3.12.1 Documentation will be provided through anecodtal records on file with the Project Director.

3.13 The Federal Project Coordinator will serve as liaison and coordinate the activities between the CHARM Project and the Career Education Model as deemed necessary throughout the project year 1973-74.

3.13.1 Documentation will be provided through anecdotal records on file with the Project Director.

3.14 The Coordinators for Career Education at the Elementary, Junior High, Secondary and Community College levels will serve as liaison and coordinate activities in all respective curriculum areas for the Career Education Model as deemed necessary throughout the project year 1973-74.

3.14.1 Documentation will be provided through anecdotal records on file with the Project Director.

Major Function: 3.0

Liaison & coordination with other major projects

	Staff Assignments									Time Line			1 of 2	
Tasks--Activities	Jack Sappington	Ed Roberts	John Russo	Larry Johnson	Don Isbell	Tom Schrodi	Jan Lamp	Donna Farmer		June July August September	October November December	January February March	April May June	July August
3.1 Work experience (all districts)				X						Ongoing				
3.2 Work study at SACC								X			"			
3.3 Community classroom project							X				"			
3.4 Orange County ROP	X										"			
3.5 Title I, Elementary level compensatory education					X						"			
3.6 Adult consumer-homemaking education (bilingual)							X				"			
3.7 Early childhood education (K-3)					X						"			
3.8 Campus children's center program		X									"			
3.9 Senior teacher curriculum project (CHE) OUSD						X					"			
3.10 Computerized management system (placement-student)				X							"			

X = Primary responsibility
s = Support activity
● = Activity completed

Major Function: 3.0 Liaison & coordination with other major projects	Staff Assignments									Time Line 2 of 2				
Tasks--Activities	Jack Sappington	Ed Roberts	John Russo	Larry Johnson	Don Isbell	Tom Schrodi	Jan Lamp	Donna Farmer		June July August September	October November December	January February March	April May June	July August
3.11 Automated related instruction project (K-1 and 7-12)				X							Ongoing			
3.12 Bilingual, bicultural project (K-1 and 7-12)							X				"			
3.13 CHARM project (8,10-12)							X				"			
3.14 Coordination with all curriculum areas											"			
3.14.1 Elementary/Intermediate					X						"			
3.14.2 Junior High/ Intermediate					X	X					"			
3.14.3 Secondary						X					"			
3.14.4 Community College								X			"			

X = Primary responsibility
s = Support activity
o = Activity completed

3. Liaison and Coordination with other Major Projects.

100 ADMINISTRATION	FEDERAL	STATE	LOCAL	TOTAL
Director's Salary (10%)	$ 77.00	$ 20.00		$ 97.00
Other Director's Expense				
(Postage, Phone, Advisory Committee)				
Travel & Conference	119.00	31.00		150.00
Evaluation				
200 INSTRUCTION				
Supervisor's Salary 100%	830.00	220.00		1050.00
Teacher's Salary				
Counselor's Salary				
Field Trips	316.00	86.00		402.00
Instructional Supplies	474.00	126.00		600.00
Travel/Conference				
Community College Coordinator's Sal.20%	192.00	51.00		243.00
Classified Salaries	537.00	143.00		680.00
Multi-Media Development				
800 DIRECT COST				
Health & Annuity				
1269 CAPITAL OUTLAY				
INDIRECT COST (8%)	684.00	182.00		866.00
SUPPORT PERSONNEL				
Federal Project Coordinator (Orange) 15%			195.00	
Director - Career Education (Santa Ana)10%			125.00	
	3229.00	859.00	320.00	4088.00

4.0 PROJECT ACTIVITY - Curriculum & Multi-Media Development

A. RATIONALE - Development of an exemplary Career Education Model K-14 necessitates revision and creation of curriculum guidance and media materials that reflect the basic concepts of Career Education.

B. SUMMARY DESCRIPTION - Career Education goals and objectives will be incorporated into the existing curriculum, guidance and media project team members will work to develop new materials, revise existing materials providing horizontal and vertical articulation throughout the instructional offering.

C. GOAL - To select and train personnel to revise and develop curriculum and multi-media materials. To evaluate (field and pilot test) all revised and newly created Career Education curriculum and multi-media materials.

4.0 OBJECTIVES

4.1 By October 1973 all new curriculum team members will be identified by the Project Director.

4.1.1 List of participants will be available in the office of the Secondary Career Education Coordinator.

4.2 By July, 1973, the Assistant Project Director will have developed strategies for curriculum development.

4.2.1 Copies of the plan will be on file in the Project Director's office.

4.3 By October, 1973, Secondary Career Education Coordinator will have identified the Resource Panel for 1973-74 curriculum teams.

4.3.1 List of Panel members will be on file in the Project Director's office.

4.4 The Secondary Career Education Coordinator will provide a plan for technical assistance to curriculum teams.

4.4.1 The plan for technical assistance will be on file Career Education summary report.

4.5 By July, 1973, Secondary Career Education Coordinator will have completed final screening of 1972-73 curriculum units.

4.5.1 List of completed and acceptable 1972-73 curriculum units will be on file in the Project Director's office.

4.6 By June 1, 1973, the final selection of curriculum units to be pilot tested will be identified by the Secondary Career Education Coordinator.

4.6.1 Documentation will be on file in Career Education Director's office.

4.7 By June 1, 1973, the final preparation of curriculum units to be field tested will be completed by the Secondary Career Education Coordinator.

4.7.1 Documentation will be on file in Career Education Director's office.

4.8 The Secondary Career Education Coordinator will evaluate and select Career Education curriculum units to be field tested in September, 1973.

4.8.1 A list of selected curriculum units will be kept on file in the Project Director's office.

4.9 The Secondary Career Education Coordinator will supervise the editing and revision of curriculum and guidance units to be completed by September, 1973.

4.9.1 The identified curriculum and guidance units will be kept on file in Career Education Project Director's office.

4.10 The Secondary Career Education Coordinator will supervise the technical editing of Career Education materials for implementation in March, 1974.

4.10.1 A list of curriculum units that have been edited will be on file in the office of the Director of Career Education.

4.11 The Elementary Coordinator of Career Education will have completed the editing and revision of multi-media units by January, 1974.

4.11.1 A list of revised and edited materials will be on file in the office of the Director of Career Education.

4.12 The Elementary Coordinator of Career Education will design a plan for continued development of Career Education media by March 1974.

4.12.1 The plan for additional media will be kept on file in the Project Director's office.

4.13 The Elementary Coordinator of Career Education will have completed additional media that will enrich the designated 1973-74 Career Education curriculum units.

4.13.1 A list of multi-media development for 1973-74 curriculum units will be kept on file in Career Education Project Director's office by June of 1974.

Major Function: 4.0

Curriculum & Multi-Media

Development

Tasks--Activities	Jack Sappington	Ed Roberts	John Russo	Larry Johnson	Don Isbell	Tom Schrodt	Jan Lamp	Donna Farmer		June July August September	October November December	January February March	April May June	July August
										Time Line			f 2	
4.1 Selection of curriculum development of team members for 1973-74				S	S	X		S		● ●	●			
4.2 Planning of strategies for curriculum development in 1973-74	S	S	S	X	S	S	S	S		●				
4.3 Selection of Resource Panel for curriculum teams in 1973-74				S	S	X		S		● ●	●			
4.4 Coordination of technical assistance for curriculum teams				S	S	X		S				Ongoing		
4.5 Screening of curriculum units produced in 1973-74				S	S	X		S				Ongoing		
4.6 Review of selection of curriculum units to be pilot tested in summer				S	S	X	S	S		●				
4.7 Preparation of curriculum units to be pilot tested in summer				S	S	X	S	S		●				
4.8 Selection of curriculum units to be field tested in fall				S	S	X	S	S		●				
4.9 Review of curriculum and guidance units to be revised from (1972-73)				S	S	X	S	S		● ●				
4.10 Technical editing of 1972-73 units for implementation in Spring (1974)						X						Ongoin		

X = Primary responsibility
s = Support activity
o = Activity completed

2 of 2

Major Function: 4.0 Curriculum & Multi-Media Development Tasks--Activities	Staff Assignments Jack Sappington	Ed Roberts	John Russo	Larry Johnson	Don Isbell	Tom Schrodi	Jan Lamp	Donna Farmer		Time Line June July August September	October November December	January February March	April May June	July August
4.11 Review and editing of Multi-Media units from 1972-73				S	X	S		S						
4.12 Development of new Multi-Media units for 1973-74				S	X	S		S				Ongoing		
4.13 Production of Multi-Media units				S	X	S		S				"		
4.14 Development of Guidance Component K-6				S	S	X		S				"		
X = Primary responsibility s = Support activity o = Activity completed														

4. Curriculum and Multi-Media Development.

100 ADMINISTRATION	FEDERAL	STATE	LOCAL	TOTAL
Director's Salary (10%)	$ 154.00	$ 41.00		$ 195.00
[illegible] Director's Expense				
(Postage, Phone, Advisory Committee)		–		
Travel & Conference	237.00	73.00		310.00
Evaluation				
200 INSTRUCTION				
Supervisor's Salary 100%	4977.00	1323.00		6300.00
Teacher's Salary	41640.00	11070.00		52710.00
Counselor's Salary	8295.00	2205.00		10500.00
Field Trips	2528.00	672.00		3200.00
Instructional Supplies	1896.00	504.00		2400.00
Travel/Conference	790.00	210.00		1000.00
Community College Coordinator's Sal.20%	1729.00	459.00		2188.00
Classified Salaries	3223.00	857.00		4080.00
Multi-Media Development	7900.00	2100.00		10000.00
800 DIRECT COST				
Health & Annuity				
1269 CAPITAL OUTLAY	10270.00	2730.00		13000.00
INDIRECT COST (8%)	1368.00	364.00		1732.00
SUPPORT PERSONNEL				
Federal Project Coordinator (Orange) 15%			390.00	
Director - Career Education (Santa Ana)10%			250.00	
	85007.00	22608.00	640.00	107615.00

5.0 PROJECT ACTIVITY - Inservice Training For Teachers & Other Project Participant Staff Members

A. RATIONALE - In order to facilitate the implementation of Career Education curriculum and multi-media materials inservice training for teachers and other project staff participants is a necessity.

B. SUMMARY DESCRIPTION - During the summer school session, 1973, approximately 30 - 40 teachers, counselors and four administrators in the Orange Unified School District will be inserviced in order to conduct a pilot testing of 30 - 40 curriculum and guidance units. Approximately 500 students will be involved in the pilot testing. In the fall of 1973, orientation at all 15 sites in the Orange County Consortium will take place. Workshops for curriculum and media development will take place throughout the school year 1973-74.

C. GOALS - To provide inservice training for teachers and other project participant staff members in order to insure a successful pilot and field testing of curriculum, multi-media and guidance materials.

5.0 OBJECTIVES

5.1 By June 30, the Elementary, Secondary and Community College Coordinators will plan their respective grade level orientation of personnel for pilot testing in the Summer of 1973. Overall responsibility for planning pilot testing will be assumed by the Assistant Project Director.

5.1.1 Submission of plan to Project Director for approval.

5.2 The Assistant Project Director will conduct pilot test orientation for Summer School by June 30, 1973.

5.2.1 Documentation by records of orientation meetings prior to June 30, 1973.

5.3 The Assistant Project Director will plan the Fall orientation of all pilot school personnel by August 31, 1973.

5.3.1 Documentation by submission of plan to Project Director.

5.4 The Assistant Project Director will conduct Fall orientation sessions for pilot school personnel by September, 1973.

5.4.1 Documentation by records of orientation meetings prior to September, 1973.

5.5 The Assistant Project Director will plan workshops for curriculum development, multi-media development, and guidance development by July 31, 1973.

5.5.1 Documentation will be by submission of plan to Project Director.

5.6 The Assistant Project Director will coordinate Project Staff in-service workshops as deemed necessary throughout the project year 1973-74.

5.6.1 Documentation by anecdotal records in file in Career Education Project Director's office.

5.7 The Assistant Project Director will conduct orientation of curriculum developmental teams, 1973-74, by September 30, 1973.

5.7.1 Documentation of the orientation meetings.

Major Function: 5.0

Inservice Training for Teachers & Other Project Participant Staff Members Tasks--Activities	Staff Assignments									Time Lin				
	Jack Sappington	Ed Roberts	John Russo	Larry Johnson	Don Isbell	Tom Schrodi	Jan Lamp	Donna Farmer		June July August September	October November December	January February March	May June	July August
5.1 Plan orientation of pilot test school personnel for summer				X						●				
5.1.1 Elementary					X					●				
5.1.2 Secondary						X				●				
5.1.3 Community college								X		●				
5.2 Conduct pilot test orientation for summer school				X	S	S		S		●				
5.3 Plan fall orientation of all pilot school personnel (15 sites)	S	S	S	X	S	S	S	S		●				
5.4 Conduct Fall orientation session for pilot school personnel	S	S	S	X	S	S	S	S		●				
5.5 Plan (three) short workshops for curriculum development and Multi-Media teams				X	S	S		S		●				
5.6 Coordinate project staff inservice workshops	S	S	S	X							ongoing			
5.7 Conduct orientation of curriculum development teams (1973-74)				X	S	S		S		●				

X = Primary responsibility
s = Support activity
● = Activity completed

5. Inservice Training.

100 ADMINISTRATION	FEDERAL	STATE	LOCAL	TOTAL
Director's Salary (10%)	$ 154.00	$ 41.00		$ 195.00
Director's Expense				
(Postage, Phone, Advisory Committee)				
Travel & Conference	237.00	73.00		310.00
Evaluation				
200 INSTRUCTION				
Supervisor's Salary 100%	3318.00	882.00		4200.00
Teacher's Salary	17846.00	4744.00		22590.00
Counselor's Salary	3555.00	945.00		4500.00
Field Trips				
Instructional Supplies	948.00	252.00		1200.00
Travel/Conference	2370.00	630.00		3000.00
Community College Coordinator's Sal.20%	576.00	153.00		729.00
Classified Salaries	537.00	143.00		680.00
Multi-Media Development				
800 DIRECT COST				
Health & Annuity				
1269 CAPITAL OUTLAY				
INDIRECT COST (8%)	1368.00	364.00		1732.00
SUPPORT PERSONNEL				
Federal Project Coordinator (Orange) 15%			195.00	
Director - Career Education (Santa Ana)10%			250.00	
	30909.00	8227.00	445.00	39136.00

6.0 PROJECT ACTIVITY - Project Evaluation (Internal)

A. RATIONALE - An integral part of any project of such magnitude requires internal on-going evaluation of the various aspects of the project; therefore, internal evaluation by documentation is necessary to maintain on target dates on all project activities.

B. SUMMARY DESCRIPTION - Project evaluation activity will consist of the setting up of a record keeping system whereby maintenance of typical project activities are recorded for evaluative purposes.

C. GOALS - To provide a systematic method of record keeping so that the optimum efficiency of the project can be maintained.

6.0 OBJECTIVES

6.1 The Assistant Project Director will maintain records of Advisory Committee meetings scheduled in September, January and March 1973-74.

6.1.1 Documentation of minutes will be on file in the Project Director's office.

6.2 The Assistant Project Director will maintain project cost records and report such findings in June, September, December and March 1973-74.

6.2.1 Documentation will be on file in the Project Director's office in quarterly budget reports.

6.3 The Secondary Coordinator of Career Education will design pilot testing of curriculum and guidance units by June 30 for summer school testing.

6.3.1 Documentation by submission of design to Project Director.

6.4 The Secondary Coordinator of Career Education will maintain pilot test records of curriculum units implemented during the summer 1973.

6.4.1 Submission of test records by August 1, 1973, will be on file in the Project Director's office.

6.5 The Elementary Coordinator of Career Education will maintain records of student field trips during the school year 1973-74 as deemed necessary.

6.5.1 Documentation by field trip records will be submitted to the Project Director.

6.6 The Secondary Coordinator of Career Education will maintain records of student use of Career Information Centers during the school year 1973-74 as deemed necessary throughout the school year.

6.6.1 Documentation of Career Information Center records will be submitted to the Project Director.

6.7 The Federal Project Coordinator (Orange) will design an internal project evaluation system by August 31, 1973.

6.7.1 Submission of internal project design to project design to the Project Director.

6.8 The Elementary Coordinator of Career Education will design the pilot testing of multi-media materials by June 30, 1973.

6.8.1 Submission of design to Project Director.

6.9 The Elementary Coordinator for Career Education will maintain pilot test records for multi-media materials throughout the summer of 1973.

6.9.1 Submission of records to the Project Director by August 31, 1973.

6.10 The Assistant Project Director will conduct the final evaluation of curriculum, multi-media and guidance materials by September 1973.

6.10.1 An evaluation report will be submitted to the Project Director by September 30, 1973.

Major Function: 6.0

Project Evaluation

(Internal)

Tasks--Activities	Jack Sappington	Ed Roberts	John Russo	Larry Johnson	Don Isbell	Tom Schrodi	Jan Larp	Donna Farmer		June July August September	October November December	January February March	May June	July August
	Staff Assignments									Time Line				
6.1 Maintain records of Advisory Committee meetings				X						●		●		
6.2 Maintain project cost records (1973-74)				X						● ●	●	●	●	
6.3 Design of pilot test of curriculum & guidance units (summer)				S	S	X	S	S		●				
6.4 Maintain pilot test records for curriculum units (summer)				S	S	X	S	S		● ● ●				
6.5 Maintain record of student field trips (fall & spring)					X	S		S			As necessary			
6.6 Maintain record of student use of CIC's (fall & spring)				S	S	X	S	S			Ongoing			
6.7 Design of internal project evaluation system (1973-74)	S	S	S	S			X			●				
6.8 Design of pilot test of Multi-Media units (summer)				S	X	S		S		●				
6.9 Maintain pilot test records for Multi-Media units (summer)				S	X	S	S	S		● ● ●				
6.10 Final evaluation of curriculum & guidance units (1972-73)				X			S			●				

X = Primary responsibility
s = Support activity
● = Activity completed

6. Project Evaluation (Internal)

100 ADMINISTRATION	FEDERAL	STATE	LOCAL	TOTAL
Director's Salary (10%)	$ 77.00	$ 21.00		$ 98.00
[illegible]				
(Postage, Phone, Advisory Committee)				
Travel & Conference	119.00	31.00		150.00
Evaluation	8216.00	2184.00		10400.00
200 INSTRUCTION				
Supervisor's Salary 100%	1659.00	441.00		2100.00
Teacher's Salary				
Counselor's Salary				
Field Trips				
Instructional Supplies	237.00	63.00		300.00
Travel/Conference	395.00	105.00		500.00
Community College Coordinator's Sal.20%	576.00	153.00		729.00
Classified Salaries	1600.00	426.00		2026.00
Multi-Media Development				
800 DIRECT COST				
Health & Annuity				
1269 CAPITAL OUTLAY				
INDIRECT COST (8%)	684.00	182.00		866.00
SUPPORT PERSONNEL				
Federal Project Coordinator (Orange) 15%			585.00	
Director - Career Education (Santa Ana)10%			125.00	
	13563.00	3606.00	710.00	17169.00